

Fifty-fifth session of the IIEP Governing Board

Paris, 30 November - 2 December 2015

Item 4 of the Agenda

Report of the Director on the activities carried out
by IIEP in 2015 and Operational plan for 2016

Part I – Programme

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Glossary of Acronyms

ATP	Advanced Training Programme
DE	Distance Education
EMIS	Educational Management Information System
EPA	Education Policy and Analysis
EPM	Education Planning and Management
ESA	Education Sector Analysis
ESD	Education Sector Diagnosis
ESP	Education Sector Plan
ICT	Information and Communications Technology
IQA	Internal Quality Assurance
M&E	Monitoring and Evaluation
MoE	Ministry of Education
MTS	Medium-Term Strategy
PDK	Pôle de Dakar
PSGSE	Sector Policy and Education System Management
RESEN	Report on the state of the national education system
SAMES	Sectorial Analysis and Management of the Education System
SCP	Specialized Courses Programme
SIPI	Information System on Early Childhood in Latin America
SITEAL	Information System of Education Trends in Latin America (portal)
STO	Short Term Outcome

IIEP Results Assessment Framework 2014-2017

IIEP's Result Assessment Framework 2014-2017

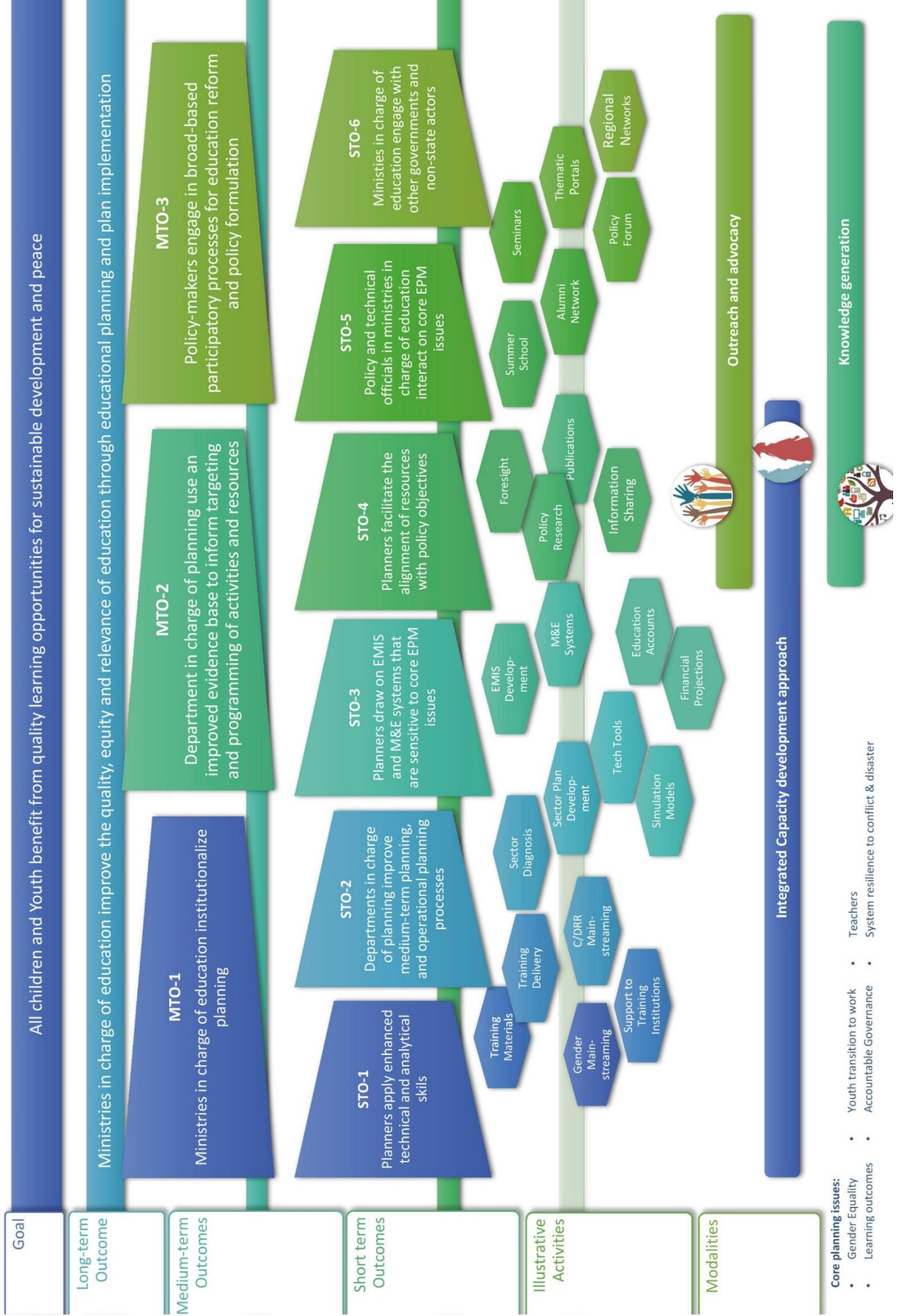
at November 2015

	Key Performance Indicators (KPIs)	Baseline	2014		2015		Targets		
			Targets	Achieved	Targets	Achieved	2016	2017	
MTO-1 Ministries in charge of education institutionalize planning									
Results for our beneficiaries (outcomes)	KPI 1	Heads of planning units stating effect of IIEP capacity development on improving organizational performance (% , beneficiary survey)	85	monitored in 2015	monitored in 2015	85	95% ^a	Monitored in 2017	85
	KPI 2	Supervisors of IIEP trainees and/or Heads of Planning observing improvement in individual and team performance (% , beneficiary survey)	--	monitored in 2015	monitored in 2015	87	97%	Monitored in 2017	90
	KPI 3	Training programmes in training institutions enhanced to serve national to sub-regional training needs for mid- to senior-level educational planners and managers by 2017 (number, signed agreements)	4	4	6	5	6	5	5 to 8
	KPI 4	Beneficiaries declaring that IIEP capacity development programmes have high to very high impact on their professional skills (% , beneficiary survey)	90	95	95	95	100%	95	95
IIEP delivery (outputs)	KPI 5	Persons trained (numbers, IIEP records of core training offer including DE + tailor-made training)	800	850	893	850	941	850	850
	KPI 6	Female participation (% , IIEP records of core training offer including DE + tailor-made training)	30	30	36	30	45%	30	30
	KPI 7	Coverage of African countries (% , IIEP records of core training offer including DE + tailor-made training)	45	45	46	45	47%	45	45
	KPI 8	Persons trained through project-embedded activities (number)	400	400	985	400	2 092	400	400
	KPI 9	Female participation (% , IIEP Project-embedded training)	30	30	48	30	26% ^b	30	30
MTO-2 Departments in charge of planning use an improved evidence base to inform targeting and programming of activities and resources									
Results for our beneficiaries (outcomes)	KPI 10	Stakeholders stating that IIEP research is highly relevant (% , survey)	95	monitored in 2015	monitored in 2015	95	91%	monitored in 2017	95
	KPI 11	Heads of planning departments expressing the view that IIEP's technical assistance made significant contribution to evidence-based planning and programming (% , beneficiary survey)	--	monitored in 2015	monitored in 2015	80	100%	monitored in 2017	80
IIEP delivery (outputs)	KPI 12	Countries receiving technical assistance from IIEP disaggregated by region and development status, and area of focus. (number, ongoing projects)	24	27	35	27	36	27	27
	KPI 13	Share of African countries in the portfolio (% , record of projects)	50	50	45	50	64%	50	50
	KPI 14	Share of LDC countries in the portfolio (% , record of projects)	--	50	54	50	69%	50	50
	KPI 15	Publications, including briefs and position papers, articles in peer reviewed journals (number, catalogue and records)	15	15	14	15	39	15	15
MTO-3 Policy-makers engage in broad based participatory processes for education reform and policy formulation									
Results for our beneficiaries (outcomes)	KPI 16	Decision-makers participating in IIEP dedicated events expressing improved awareness of the importance of effective planning in overcoming pressing challenges in education (% , beneficiary feedback)	--	80	75	80	90% ^c	80	80
	KPI 17	IIEP thematic platform users declare the content useful in their professional practice (% , beneficiary feedback)	--	monitored in 2015	monitored in 2015	80	N/A	monitored in 2017	80
IIEP delivery (outputs)	KPI 18	Opportunities for structured dialogue between policy-makers and planners (number, IIEP records)	4	4	4	4	5	4	4
IIEP nurtures its capacity to deliver									
Quality and value addition of intervention	KPI 19	ATP modules of the core training programme made gender responsive (%)	--	15	21	30	50%	60	100
	KPI 20	Programmes that embark MTS design principles (attention to political analysis; mechanisms to promote ministry-wide participatory planning processes, inter-ministerial dialogue, particularly with Finance, etc.) (%)	--	100	100	100	100%	100	100
	KPI 21	Research programmes that foresee post-research investment (% , project documents)	--	100	100	100	100%	100	100
	KPI 22	Programmes that embed outreach/advocacy from design stage (% , project documents)	--	100	100	100	100%	100	100
Learning and growth	KPI 23	Staff participating in professional development activities (%)	--	50	43	60	52%	60	60
	KPI 24	Monitoring and evaluation budget (US 000)	0	95	85	95	80	95	95

a) Based on the Heads of Planning Survey sent to 218 HOPs and Supervisors of ATP, SCP, ESP participants trained from 2008-2014 (n=54 or 25% response rate)

b) Percentage is based on the number of participants for which we had segregated gender data (n=1,018)

c) Historically includes evaluations of IIEP's Summer School. 2015 percentage is based on evaluations garnered at one dedicated event (out of 5).



- Core planning issues:**
- Gender Equality
 - Learning outcomes
 - Youth transition to work
 - Accountable Governance
 - Teachers
 - System resilience to conflict & disaster

2015 Implementation Report

Introduction

IIEP's vision is rooted in the understanding that education is a basic human right. No child, youth or adult should be excluded from learning opportunities that will allow him or her to live decently, access and exercise their rights, and engage in civic life. IIEP is particularly concerned with expanding quality education to provide equitable and relevant learning opportunities to all. Therefore IIEP envisages a world in which all children and youth benefit from quality learning opportunities for sustainable development and peace.

IIEP Medium-Term Strategy
2014-2017

This past year saw IIEP actively engaged in the global discussions and debates on the new Education 2030 agenda while at the same time being well-grounded in expanding support at the country level. Looking to better serve UNESCO Member States with the new agenda, IIEP has been monitoring global progress, reflecting on changing needs and evaluating its own programmes. In line with its Medium-Term Strategy, IIEP promotes many Sustainable Development Goal principles as core planning issues: (1) gender equality (2) learning outcomes, (3) youth transition to work (4) accountable governance (5) teachers and (6) system resilience to conflict and disaster.

As a UNESCO institute strengthening countries' capacity in education policy, planning and management, IIEP is addressing Member States' top priorities. Through its improved training offer, technical cooperation, knowledge production, advocacy and outreach, IIEP is ending the first half of its Strategy in a stronger position than when it started. Its strengthened operations allow it to better perform as a single, global institute. Increased collaborations and improved alignment

across IIEP's three offices—in Paris, Buenos Aires and Dakar—are contributing to stronger delivery of its Medium-Term Strategy results.

As in 2014, this report on the second year of implementation of IIEP's Medium-Term Strategy is organized by the six short-term outcomes (STO).¹ These results contribute directly to UNESCO's Expected Results 1 and 11 as well as to UNESCO priorities for Africa and Gender.²

¹ See list of acronyms on page 3 and the figure on page 4.

² Expected Result 1: National capacities strengthened to develop and implement policies and plans within a lifelong learning framework and Expected Result 11: Future education agenda and global education policies shaped, drawing on relevant research and foresight studies conducted by UNESCO and other institutions. UNESCO (2014) 37 C/5 Approved Programme and Budget.

STO 1: Planners apply enhanced technical and analytical skills

Training is a core function of IIEP and an integral part of its integrated capacity development approach. The Institute offers a variety of training programmes, designed to respond to the particular needs and time constraints of professionals. These include: core training and distance education for individuals; tailor-made training, which can be country- or region-specific; project-embedded training and workshops, which can be residential, online or a blend of the two. IIEP's training programmes build the institutional capacity of Member States, one individual at a time.

In 2015, the number of people who received training from IIEP reached a record high of 3,033. This total includes all training modalities: core training offer (residential and distance), tailor-made training and project-embedded training. The modality through which IIEP trained the largest numbers was project-embedded training – with 2,092 participants – more than all other training modalities combined. Africa was the region with the highest training participation rates, in every modality, and constituted 65% of participants in project-embedded training. This supports UNESCO's priority on Africa.

In contrast, trainees from Latin America and the Caribbean (LAC) were most likely to take a distance course. In terms of gender representation, men were disproportionately represented in IIEP's training programmes, with the notable exception, however, of distance education, which attracted slightly more women (329) than men (307).

1.1 Core Training Offer

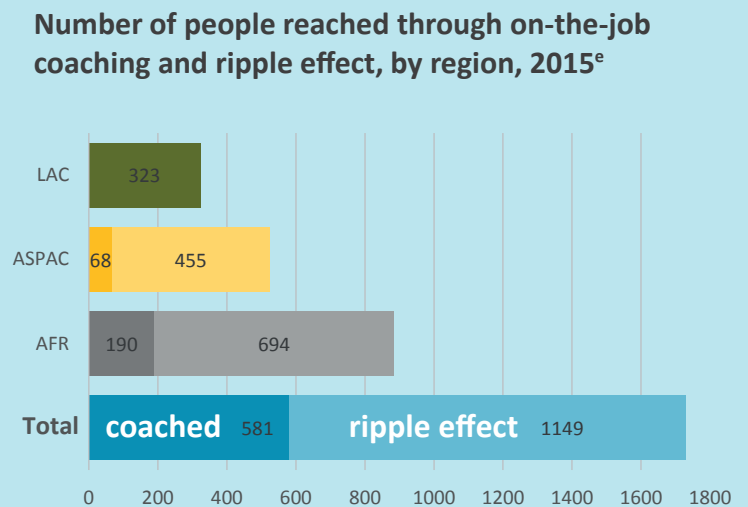
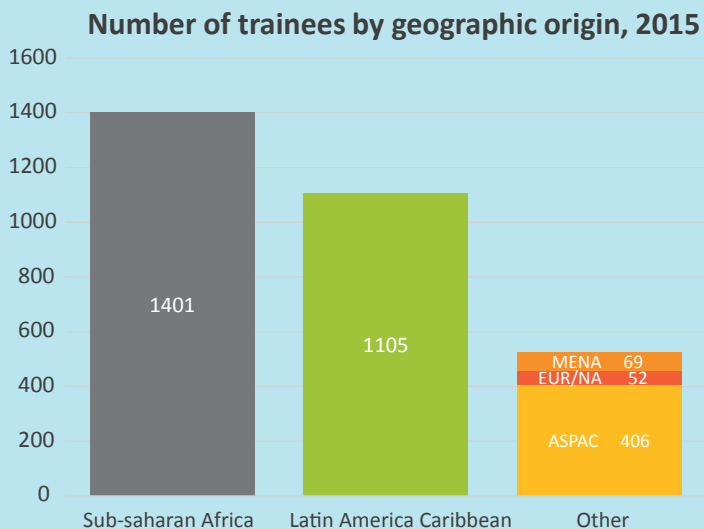
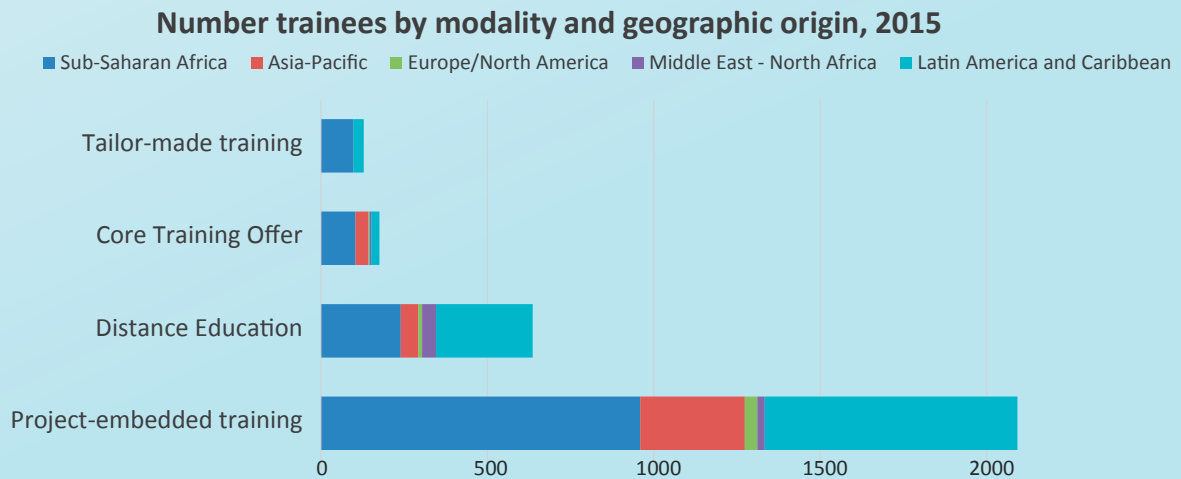
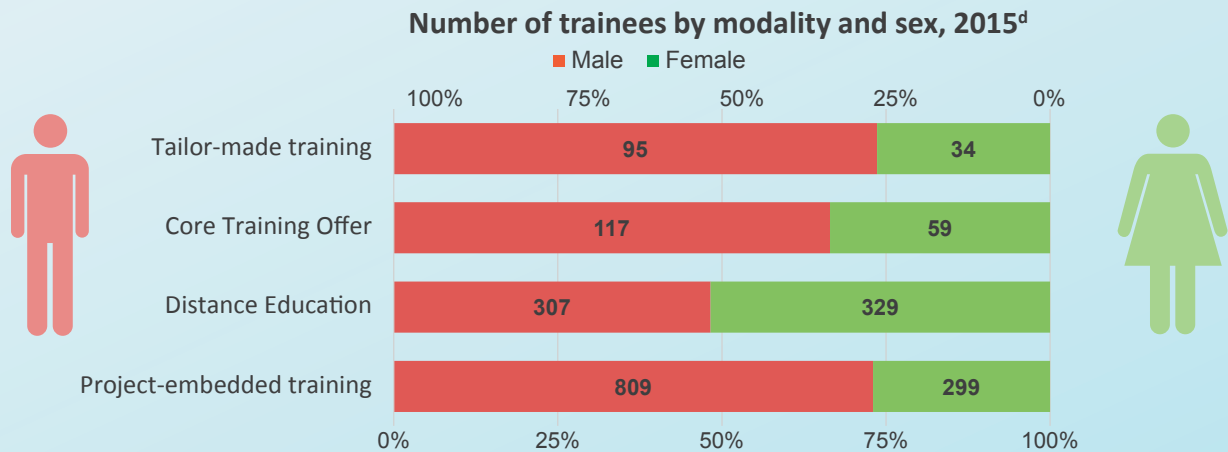
IIEP's 2015 core training offer was as follows: (1) the Advanced Training Programme (ATP), which comprises the Education Sector Planning course and the Specialized Courses; (2) online courses through Paris's Virtual Campus; (3) the 18th Regional Course on Educational Policy, Formulation and Planning, offered by IIEP-BA; (4) short online courses on ICT, offered by IIEP-BA; and (5) Sector Analysis and Management of Education System (SAMES) and Sector Policy and Education System Management (PSGSE), the English and French equivalent courses offered by the IIEP Pôle de Dakar.

Advanced Training Programme (ATP)

With an intense three-month online and six-month residential phase, IIEP's Advanced Training Programme supports professionals to develop expertise and leadership skills in the area of educational planning and management.

Quality improvements were made in 2015 to two Education Sector Planning modules. Two Specialized Courses were also significantly revised to make their content more relevant. These are the "Education budgets and financial management" course and the "Education sector programmes and projects" course.

IIEP capacity development worldwide 2015



d) In 2015, there were 2,092 persons in total trained through project-embedded activities. However, disaggregated data by sex was only available for 1,108 trainees.
 e) The total of all persons trained in 2015 is 3,033. This number includes everyone who was trained through project-embedded activities (including the 984 for whom disaggregation by sex data was not available).

Gender mainstreaming: Training materials

Gender equality is a key Education for All goal, a UNESCO global priority, and IIEP's core planning issue. To meet this important objective, ATP training materials were revised this past year to ensure that gender was integrated throughout the teaching and learning materials, assignments and assessments. Gender mainstreaming in IIEP's training materials is important for two reasons: (1) training is a priority activity, and (2) ATP training materials are widely disseminated. They are being used in research and technical assistance activities and in projects strengthening national and regional training institutions. As a result of updating course materials and terminology, 65 trainees used gender-mainstreamed training materials within the 2015 course offerings.

Online Courses

The IIEP Virtual Campus provides online training in educational planning and management to decision-makers, managers and practitioners working in the education sector. IIEP offered the following eight-week online courses in 2015: Transparency, accountability and anti-corruption measures in education (in English); Education cost analysis (in English); Using statistics for educational planning (MOOC, in French); and Education planning for safety, resilience and social cohesion (in English).

Latin America's Virtual IIEP

IIEP-BA has been developing its *IIEP Virtual* to develop a variety of training strategies to expand the reach of its activities. Activities include webinars, conferences, virtual panels and online streaming of events. This effort is complemented through the use of social networks.

18th Regional Course on Educational Policy, Formulation and Planning

This four-month course (490 hours) is intended for Latin American public officials, professionals and specialists who work in the analysis, formulation, planning, implementation and evaluation of educational policies and programmes. The course contents are aligned with the Advanced Training Programme (ATP) in Paris, with modifications to adapt to the Latin American context. The course has two phases: An online training phase for a period of 10 weeks (15 June – 30 August) and a residential training phase for a period of 9 weeks (7 September – 6 November). Overall, 21 participants (66% female) attended from Argentina, Brazil, Ecuador, Guatemala, Mexico, Peru and Uruguay.

SAMES and PSGSE

This training offer is designed for African professionals responsible for the management, financing and evaluation of education systems. It is provided by IIEP's Pôle de Dakar and the University of the Gambia (UTG) for the English version (SAMES) and in collaboration with the University of Dakar for the French version (PSGSE). These programmes cover the first year of a full Master's degree programme. The courses and related tools, such as learning resources,

forums, chats and tutorials, are made available online and distributed through electronic media to participants.

Teacher Management Modules

On 5 October, World's Teacher's Day, IIEP launched a new offer of free, online training modules covering the challenges of managing the teaching force and techniques for the effective planning, monitoring and management of teaching staff. The course content drew on IIEP's recent research and field experience. The seven-part training offer, currently offered in French (with an English version to come) drew fifty participants worldwide.

Short online courses on ICT policies in education

This series of short online courses was launched by IIEP-BA to generate ideas to address the challenges that ICT generate within Latin American education systems. The following topics were offered in 2015:

- Digital culture and education
- Learning and digital content
- ICT and teachers' training
- ICT's Policy and project management

The courses attracted more than 200 participants, many of whom were their organization's ICT decision-makers. Ninety-four percent reported that the training had a positive impact on the development of their professional practice. IIEP-BA expects to replicate this training in 2016.

1.2 Customized capacity development

In addition to its core training, IIEP offers targeted training to Member States. Below are some highlights of 2015. (For a full summary of all projects, see Appendix II.)

Capacity development in crisis-sensitive education

From October 2014 to February 2015, IIEP partnered with UNICEF Uganda and UNICEF East and Southern Africa to provide training in incorporating conflict and disaster risk management in the education sector.

In 2015, IIEP and UNICEF conducted technical workshops at the district level in Uganda on mainstreaming conflict and disaster risk management into education sector plans and policies, reaching 150 people. The workshops were a follow up to the 2014 training of Ministry officials from throughout the region and Ugandan Government officials at central and district level.

Educational policy analysis for secondary education

IIEP-BA provided technical assistance and training on the design and implementation of territorial intervention projects to 35 participants from Uruguay's National Public Education Administration. This was a follow-up to the 2014 course on "Educational policy analysis for secondary education" in which 43 officers participated.

Strengthening capacity in educational planning in Rwanda

IIEP helped to build the technical skills of staff within the Ministry of Education, delegated agencies and district education offices, and assisted in establishing an online documentation centre. A blended training programme brought together 60 participants from central and district levels. Adapted to Rwanda's national context, the training sessions clarified linkages between actors across agencies and levels. Rwanda's 2013-2018 Education Sector Strategic Plan was used as a core training document.

A Virtual Library, with internet and intranet repositories of recent and relevant educational reports, analysis papers, and statistical reports, was successfully established at the College of Education at the University of Rwanda. A web platform was created as a single access point to a selection of relevant websites organized by topics. The Virtual Library, with some 5,400 documents and growing, will enable Rwanda to protect the institutional memory of its education system.

Promoting reading in Argentina

The National Reading Plan, a collaborative effort between IIEP-BA and the Argentina Ministry of Education, aims to improve reading in schools by generating materials, face-to-face and distance training for reading mediators, and promotional strategies in schools, libraries and other alternative spaces. This year, 36,252 teachers and students participated in training workshops, and many reading promotion materials were distributed.

Pakistan: Strengthening knowledge and skills in strategic planning

IIEP provided training on strategic planning to UNICEF Pakistan Country Office education staff, with three workshops: "Strategic planning: why, what and how?", "Key policy choices and strategies to improve education delivery", and "Improving the feasibility of education sector plans".

1.3 Support to training institutions

As stated in its MTS, IIEP is actively seeking to partner with selected training institutions at national and/or regional levels, while facilitating networking to sustain training capacities locally and buttress the sustainability of capacity development results. In 2015, much progress was made on this front, with significant numbers trained through partner institutions, whose

capacity was at the same reinforced. As always, in addition to growing numbers, the quality of the training offered has remained a priority.

Afghanistan's new institute: Reaching provincial planners and managers, and young women

Thanks to generous multi-year funding from the Swedish International Development Agency (Sida), IIEP was able to support the Ministry of Education's new National Institute for Educational Planning (NIEP) in Kabul. As part of the Institute's cooperation programme with Afghanistan, NIEP trains provincial staff on how to prepare and monitor provincial education plans. In 2015 alone, NIEP trained 250 provincial and district staff. The NIEP also offers a pre-service programme for young women– future planners and managers – who then become eligible for employment at MoE. Evening classes for Ministry staff from Kabul are also held at NIEP. Most NIEP trainers are graduates of IIEP, and IIEP provides assistance with quality assurance and curriculum development.

Argentina: Institute for educational quality

In partnership with the University of La Punta, IIEP-BA is assisting in the development of the provincial Institute for the Evaluation of Educational Quality. The project has three components: (1) elaboration of an organizational and implementation proposal for the Institute, (2) design of an evaluation system for educational quality, and (3) design an Education Information System for decision-making. This project has garnered the attention and support of high-level ministry and government officials.

Cambodia twinning project

Since 2012, IIEP has been working with Cambodia's National Institute of Education to transform it into an effective centre for training and research in educational planning and management, with a long-term aim of enabling it to serve provincial and district administrations. In 2015, a training course for 12 professionals on Education Sector Planning and Management of Secondary Teachers was completed, and preparations were made for research on school inspection. In addition, four Cambodians participated in the ATP and another 15 in the Specialized Courses. This support has allowed NIE to organize, autonomously, a first set of training workshops for 40 provincial planning officers.

Thailand: Strengthening the education system

IIEP worked in close partnership with UNESCO Bangkok to prepare and help deliver professional development for trainers, education administrators and university professors. Six training modules were translated, including a glossary of technical terms. A "training of trainers" workshop in August 2015 – designed to familiarize a core team of future trainers with the contents of Education Sector Plan (ESP) materials – involved 60 participants.

Lao PDR: Reinforcing the Ministry's institutional capacity in education policy, planning and management

In Lao PDR, IIEP entered into a twinning arrangement with the Institute for Education Administration Development (IFEAD) to strengthen the latter's institutional capacity through knowledge transfer. Topics covered were: practice-oriented skills in EPM to develop and deliver courses for MoES; and skills in how to design training programmes so that IFEAD can better manage national training courses. In 2015, IIEP launched a 10-month intensive blended training programme in EPM (40 staff); carried out skills training in training plan development (20 staff); and supported the formulation of an IFEAD institutional development plan.

Viet Nam: Education sector planning, Phase II

IIEP cooperated with four local training providers and the Ministry of Education and Training in the development of a national training programme in ESP. This involved translation and adaptation to local contexts of IIEP's ESP training modules, preparation of online resources, and on-the-job training of trainers. Since August 2015, the National Institute for Education Management, with support from Hanoi Open University and the Institute for Education Management in Ho Chi Minh City, is piloting a 4- to 6-month blended ESP programme for 150 education officials from 15 provinces. It is expected that work will be adopted into government institutional structures by 2016.

STO 2 – Departments in charge of planning improve medium-term planning and operational planning processes

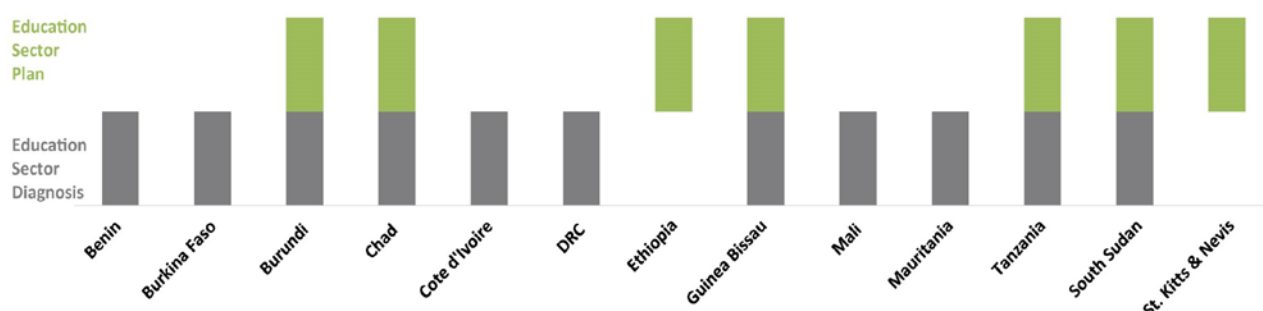
Robust education sector plans have become a key condition for developing countries to obtain funding for education sector development. In a context where multilateral funding institutions such as the GPE are raising their endorsement requirements, the temptation exists to opt for "quick fix" options. IIEP nevertheless maintains its capacity development and participatory approach. IIEP has a clear comparative advantage in the area of national planning processes. The combined expertise of Pôle de Dakar in Education Sector Diagnosis and that of the Paris office with other technical aspects allows IIEP to support ministries of education through the entire plan preparation cycle, from education sector diagnosis to the finalization of a comprehensive and fully costed sector plan document based on a simulation model. Some highlights of this work are discussed below.

2.1 Education sector diagnosis and plan formulation

In 2015, 10 countries received support for education sector diagnosis (ESD). All are in Africa, with the majority in francophone Africa: Bénin, Burkina Faso, Burundi, Chad, Côte d'Ivoire, Democratic Republic of the Congo, Guinea Bissau, Mali, Tanzania and South Sudan. Out of these ESD support projects, nearly half were combined technical assistance for both the ESD and the formulation of an education sector plan (Burundi, Chad, Guinea Bissau, Tanzania and South Sudan).

In addition to the above, IIEP supported Ethiopia and Saint Kitts and Nevis in designing their education sector plans. In these countries, the current state of the education system was analysed but not in the form of a full education sector diagnosis exercise.

Countries receiving support for Education Sector Diagnosis (ESD), Education Sector Plan (ESP) formulation or both



In addition to ESD and plan preparation processes, support continued to be provided for the development of policies concerning specific educational dimensions, such as teacher training policies in Argentina, or TVET in francophone Africa.

Education Country Status Report in Burkina Faso

In 2014, Burkina Faso requested IIEP-PDK to support the updating of the Country Status Report and financial simulation model. In 2015, IIEP-PDK collected data, conducted analysis and drafted the report. This work aims to provide Burkina Faso with the most cost-effective option for implementing effective basic education in the country.

Finalization of Education Country Status Report in the Democratic Republic of the Congo

A joint team from IIEP-PDK and UNICEF, as part of a national team of 15, completed the second report on the State of the National Education System in DR Congo.

South Sudan's second Education Sector Analysis

IIEP has been assisting South Sudan with its second education sector analysis (ESA). More than a mere update, the new ESA mainstreams conflict and disaster risk analysis throughout – including with regard to enrolment, internal efficiency, management, and quality. Equity was also mainstreamed, with a specific focus on state-level analyses to reflect the decentralized nature of the country's education sector. This will serve as the basis for the education sector plan development in 2016.

Ethiopia's Education Sector Development Plan V

Working in close collaboration with the Addis Ababa Office, IIEP supported the Ethiopian Federal Ministry of Education with the preparation of its fifth Education Sector Development Programme, 2015–2019. This builds upon support extended in a previous cycle to ESDP IV preparation. IIEP also agreed to offer support to the implementation of the plan. To date, this has meant collaborating with the core team on the adaptation of the simulation model to the regions and the preparation of training sessions for regional offices.

Complete planning cycle in Chad

The formulation of Chad's Ten-Year Development Plan for Education and Literacy (2016-2025) serves as a good example of how IIEP is able to support Member States throughout the full plan preparation cycle. In 2015, IIEP-PDK finalized its diagnosis of the system; developed a simulation model; and supported policy discussions with the ministry authorities. The Paris team followed up with the sector plan development phase, which also includes capacity development of MoE staff. The plan formulation process is expected to be finalized in the first half of 2016.

Cambodia: Planning for Review and Monitoring and Evaluation

IIEP is supporting the Ministry of Education with the review of its education sector plan 2014-2018. This support takes two main forms: (1) close collaboration with the Department of Planning in the preparation and drafting of the mid-term review; and (2) development of the monitoring and evaluation framework and tools, which the Ministry can then continue to use to strengthen plan monitoring.

Education Sector Planning in Saint Kitts and Nevis

IIEP's support consisted of advice to the Ministry on the most effective process for preparing the sector plan and in updating the country's simulation model. Moving forward, IIEP will organize a workshop in December 2015 on the design of programmes within the education plan.

Angola: Creating a community of practice

IIEP-BA's technical cooperation programme in Angola to support the restructuring of its education inspection system conducted its third phase in 2015. The team helped design the online platform for the community of practice on inspection and provided coaching and oversight of the national team of inspection trainers. Finally, the office carried out an evaluation to assess the progress achieved since the start of the restructuring of the inspection service so as to ensure its adequate functioning.

Assisting Argentina's national university system

In 2015, IIEP-BA provided technical assistance to the Secretariat of University Policies. The work involved 120 participants of the University Council and provincial Ministries of Education in creating an agreement related to the planning of the university system. IIEP-BA provided advice on specific regulations for the university level, in the context of the University Council, and guidance on the expansion of the university system. Relationships with productive sectors – both state and private – in the provinces and with various organizations were analysed to

encourage a collaborative and participatory process among universities to promote new careers, which respond to local needs.

Planning teacher training policies in Argentina

Technical assistance was provided to the National Teacher Training Institute (INFOD) for the development of a system to plan for teacher training at the local and national levels. In 2015, INFOD, with the support of IIEP-BA, organized work sessions at the national, regional and provincial level. The actors involved were public officers and technical teams from the departments in charge of coordinating and managing institutes of higher education of the country's 24 provinces. Among the outcomes, three documents were produced: (1) strategic guidelines for the planning of teacher training and internal organization of teacher training institutions; (2) a conceptual framework, including methodologies and tools for a comprehensive assessment of teacher training; (3) a synthesis document which defines the role, meaning and function of research in the teacher training system.

Supporting education policies in Guinea Bissau

In this project, UNICEF and IIEP-PDK collaborated to support formulation and implementation of education policies in the country. In 2015, during the second phase of this effort, the elaboration of an Education Sector Analysis of Guinea Bissau and an assessment of student learning achievement was completed.

Platform of Expertise in Vocational Training for Africa

The launch workshop of the Platform of Expertise in Vocational Training for Africa (PEFOP), held 2-3 November in Dakar, brought together nearly 100 national and international officials and experts. The objective of the platform is to make operational the vocational training policies through the mobilization, enhancement and empowerment of public and private actors. The platform will address two main challenges: support growth and facilitate social integration for young people. In this first phase, Burkina Faso, Côte d'Ivoire, Mauritania and Senegal will benefit from technical support to make their policies operational.

2.2 Crisis-sensitive planning

IIEP's longstanding collaboration with partners, such as Education Above All's Protect Education in Insecurity and Conflict programme (PEIC), UNICEF and the German BACKUP Initiative, has enabled the Institute to become a standard setter in the area of crisis-sensitive planning and integrating safety, resilience and social cohesion into education sector plans. In 2015, IIEP's work in this area focused on four strategies: training, capacity development, advocacy and knowledge management.

Training efforts included integrating conflict and disaster risk reduction into IIEP's Advanced Training Programme, developing and implementing regional workshops in East and Southern Africa and East Asia and the Pacific, and offering a distance course. A number of staff from

international agencies, together with ministry of education officials from 12 country teams took part in IIEP's distance course on educational planning for safety, resilience and social cohesion. In addition, the PEIC project supported a participant from South Sudan with a scholarship for the ATP.

Through technical cooperation in crisis-sensitive planning, IIEP has supported the Ugandan Ministry of Education and trained 150 sub-national-level staff on mainstreaming conflict and disaster risk management into education sector plans and policies.

In 2015, IIEP co-published with PEIC two series of booklets offering easy-to-understand guidance on integrating safety, social cohesion and resilience in (respectively) educational planning and curricula. In three languages (French, English, and Arabic), the attractive booklets were immediately put to use at several workshops including in Cambodia, Philippines, Lao PDR, Papua New Guinea, Myanmar, South Sudan, Uganda, Kenya and Mauritius. In addition, an online repository and website (education4resilience.iiep.unesco.org) was developed.

IIEP's advocacy efforts for crisis-sensitive planning include participation in INEE's Working Group on Education and Fragility, and Education Cannot Wait. IIEP is also represented in the Global Education Cluster and UNISDR's Global Alliance for Disaster Risk Reduction and Resilience.

STO 3 – Planners draw on EMIS and M&E systems that are sensitive to core EPM issues

The importance of proper monitoring and evaluation (M&E) in education sector plans is set to become even greater with the new Education 2030 agenda. Point 13 of the Incheon Declaration states clearly: "We call for strong global and regional collaboration, cooperation, coordination and monitoring of the implementation of the education agenda based on data collection, analysis and reporting at the country level, within the framework of regional entities, mechanisms and strategies."

IIEP's work supports Member States with evidence-based planning and M&E in primarily two ways. First, by mainstreaming the design of rigorous M&E frameworks into ESP formulation processes. Second, by developing technical tools and methodologies which allow education ministries to produce more and better information for decision-making, in areas such as education finance or learning outcomes. This also includes the setting up of and capacity development for education management information systems (EMIS).

3.1 Tools for planning

School profiles as tools for increasing accountability

Through this project, IIEP-PDK supports the strengthening of national systems for the improvement of equity and efficiency in providing services for basic learning. PDK has designed information feedback systems and indicators which enable the establishment of school profiles and categorization/ranking of schools based on their performances with a view to increasing

accountability and community participation. The project also develops the capacities of the inspectorate and of school managers for the interpretation of those performance indicators. This work is being done jointly with UNICEF and the UNESCO Institute for Statistics. In 2015, school profile cards were developed in Togo, Madagascar and Zambia.

EMIS in DRC: A GPS for Education

Democratic Republic of Congo is the second largest and the fourth most highly populated country in Africa. Considering its size, a functional EMIS is essential to planning. IIEP has undertaken a challenging project aimed at modernizing the country's EMIS, while also developing a geographic information system (GIS). In a context where the use of ICTs is not yet fully mainstreamed in the information management process, IIEP is supporting the MoE with the design of data collection software for various devices – desktops, laptops, tablets, and mobile phones – and putting in place the necessary database.

The training phase of the project is underway: four workshops on information systems and school mapping were conducted for Bas-Congo, Equateur, North and South Kivu and Oriental Kasai provinces in November 2015.

IIEP is working closely with the UNESCO Kinshasa office, which is taking care of logistical aspects. Funding is provided by the World Bank and managed by the MoE.

Monitoring learning outcomes

For the past 15 years, the Institute has been working with ministries of education from a number of countries in developing capacity to monitor and evaluate quality and equity of basic education. In 2015, IIEP provided input to numerous high-level meetings, including those of the Programme on the Analysis of Education Systems (PASEC) in Francophone Africa, the Southeast Asia Primary Learning Metrics (SEA-PLM) meeting of the Domain Technical Review Panels, the Learning Metrics Partnership Steering Committee Meeting and Consultation on National Assessments and Measuring Learning for the Post-2015 Education Agenda.

HIV and AIDS Prevention Education Programme in Africa

The “Monitoring and Evaluating the Effectiveness of HIV and AIDS Prevention Education Programme in Africa” provides technical support to Ministries of Education, especially planners and EMIS managers in eastern and southern Africa, in integrating HIV and AIDS indicators in EMIS. In 2015, the *Handbook on Supporting Country-level Data Collection for Core Indicators* (published in English and French), authored by IIEP, was published by UNESCO as part of the global project “Measuring the Education Sector Response to HIV and AIDS”. This project has been developed in partnership with the UNESCO Regional AIDS Advisor in Eastern and Southern Africa (ESA), UNICEF and the Southern African Development Community.

STO 4: Planners facilitate the alignment of resource allocation with policy objectives

4.1 Generate evidence to guide policy dialogue and formulation

IIEP's research informs its training, technical cooperation and advocacy activities. In 2015, the Institute carried out various research projects to help Member States meet their education sector objectives. At a distance, it also organized the first meeting of its newly established research advisory council.

Research on integrity planning

IIEP has long recognized the importance of a sectorial approach for diagnosing risks and formulating appropriate measures. Integrity planning has emerged as a path for assessing the risks of corruption and addressing issues of transparency and accountability. In 2015, IIEP conducted two integrity assessment studies: in Georgia, at the request of the Prime Minister's Office, and in Ukraine, in collaboration with the Organisation for Economic Co-operation and Development (OECD). In addition, the United Nations Development Programme (UNDP) published the 2014 integrity assessment study conducted in collaboration with IIEP in Kosovo³. At the request of UNICEF, IIEP also participated in the assessment of the public expenditure tracking survey (PETS) in Burkina Faso.

This year, IIEP launched its new research project on the use of open data to improve transparency in education, which included a literature review and a mapping of innovative initiatives in the Asia-Pacific region.

Two new online courses were also offered this year, as part of the Institute's capacity development activities on transparency and accountability, targeting, respectively, representatives of donor agencies and 15 country teams from all education system levels.

Reporting on early childhood teacher policies in Latin America

IIEP-BA's inputs on policies for training and professional development of early childhood teachers in Latin America and the Caribbean was used to inform a UNESCO and Santiago, Chile based Regional Bureau of Education for Latin America (OREALC) and the Caribbean publication on the subject. Authorities from national MoEs working in early childhood education, pre-primary supervisors, researchers, directors of teacher training institutes, principals, union representatives, civil society organizations and specialized journalists attended a regional meeting introducing the results of the research. The diverse profiles of participants allowed for a fruitful exchange on the early childhood teacher training policies discussed in the report.

Research on teacher management

Research shows that successful education systems value teachers. They consistently attract high-quality candidates, use training to improve their practice, focus on developing teacher capacity and establish career structures that reward good teaching. And yet, in many countries,

³ All references to Kosovo should be understood in the context of the UN Security Council Resolution 1,244 (1999).

teaching careers are structured to reward all teachers the same way. Often, this means the best teachers end up quitting the classroom. To help address this issue, IIEP launched a new research initiative in 2015 to examine the organization and management of teacher careers. As part of the research, IIEP produced a literature review and started a mapping exercise to collect information on the organization of teacher careers in countries with innovative systems already in place.

Research on teaching practices of the Argentinian education system

In 2015, IIEP-BA worked with Argentina's MoE to conduct a research project to identify the institutional and subjective factors related to teaching practices. This cross-sectional study takes teaching practices as a dependent variable, and the characteristics of teachers and institutions as independent variables. The study will use data gathered through a self-administered survey conducted in several provinces within the context of the 2014 National Teacher Census. As of November 2015, more than 45,000 surveys had been collected for analysis.

Internal quality assurance (IQA) in higher education

As part of IIEP's research project, "Exploring innovative and cost-effective options of internal quality assurance at the higher education level", eight case studies were drafted and an international survey on IQA launched with the International Association of Universities. The research aimed to help higher education institutions (HEIs) build context-specific and cost-effective IQA systems, particularly in countries in the early stages of developing IQA. The project will produce guidance for ministries and HEIs on establishing appropriate structures for IQA systems, policy advice and technical support.

Education financing: National education accounts (NEA)

The NEA project is jointly implemented by IIEP (PDK and Paris) and the UNESCO Institute for Statistics (UIS) with GPE funding. It aims to develop the technical capacity of ministries of education in the collection, production and analysis of data on expenditures for education. Integrating public, private and external resources for education within a single framework is a significant challenge when producing national education accounts. A strong methodology for producing NEAs is needed. In order to develop one that is based on the real experiences of countries, IIEP and UIS collaborated to support Burkina Faso, Lao PDR, Senegal and Uganda develop their NEAs by:

1. collecting public and external funding data from the Ministry of Finance (MoF) and MoE, partners and education institutions;
2. providing training on policy formulation, planning, medium-term expenditure framework budgeting and cost analysis;
3. drafting reports on countries' financial mechanisms and data processing methodologies.

In Uganda, the MoE will use the unit costs calculated with IIEP support to regulate private schools fees. The study's income and expenditure estimates will also inform the Ministry's decision whether to support the proposed private school tax reform. In Lao PDR, the Vice-Minister plans to use the findings to encourage development partners to dedicate funds to

budget sector support, focusing on national priorities rather than direct support to schools or communities. In Senegal, preliminary findings have already been used to redefine school grant allocation criteria.

Policy review of the education system in Guatemala

Analysing 12 years of national education policies, IIEP-BA carried out a review of Guatemala's education system. The review focused on the country's education system as a whole, and the implementation of policies in three specific areas chosen by the MoE: curricula, secondary education and teachers.

Comparative review of national initiatives on mobile learning in Latin America

In addition, IIEP-BA conducted a study on mobile learning initiatives, emphasizing one-to-one models. The study aimed to provide policy recommendations and guidelines on how to achieve equitable and quality education. Multiple dimensions were covered, including governance and management, infrastructure, access and connectivity, digital culture and appropriation of digital content. Four national case studies (Colombia, Costa Rica, Peru and Uruguay) and a comparative report on the analysis and implementation of policies were produced as part of the review.

4.2 Providing access to information and good practices

IIEP aims to provide educational planners with the tools and resources needed to create quality, inclusive education systems. The Institute develops and shares the latest data and information on educational planning in various forms, including books, manuals, policy briefs and the IIEP newsletter.

In 2015, IIEP published a new volume (No. 98) of its flagship series, *Fundamentals of Educational Planning*, Keith Lewin's *Educational Access, Equity, and Development: Planning to Make Rights Realities*. The results of major research projects were also disseminated with the publication of several titles, including two books on (respectively) youth and gender: *Planning Education with and for Youth*, and *A Matter of Right and Reason: Gender Equality in Educational Planning and Management*.

IIEP-BA's 2015 publications include a report on financial transfers to schools and the right to education (*Transferencias financieras a escuelas y el derecho a la educación*), and a publication on learning improvement policies in compulsory education (*Mejorar los aprendizajes en la educación obligatoria. Políticas y actores*), produced as an outcome of the 2014 International Seminar.

In collaboration with the Global Partnership for Education, IIEP also co-published the *Guidelines for Education Sector Plan Appraisal* and the *Guidelines for Education Sector Plan Preparation*, in French and English. This strategic endeavour allows IIEP to influence planning practices at the global level.

Two series of booklets on promoting safety, resilience, and social cohesion were also produced in 2015 in partnership with the Education Above All Protect Education in Insecurity and Conflict programme. The first series is targeting education planners (seven booklets) and the second is addressed to curriculum developers (nine booklets).

Unique for its geographic and thematic scope, the IIEP Library is enlarging its audience by giving wider access to its collection, in line with its mandate to share knowledge. In order to ensure its resources are easily accessible, IIEP improved its information retrieval software based on the technical solutions tested with the IIEP Learning Portal, HIV and Health Education Clearinghouse and Education for Safety, Resilience and Social Cohesion portals.

More than meets the eye

IIEP's training and technical assistance activities have both a *direct* impact and an *indirect* impact, which reaches actors beyond IIEP target groups. Through the introduction of a more refined reporting tool (MyPROJECTS) in 2015, IIEP was able to report on two new categories of beneficiaries: (1) ministry staff who receive on-the-job mentoring (or professional "coaching"), and (2) individuals who are indirectly impacted by IIEP capacity development activities ("ripple effect").

Individuals who receive professional coaching from IIEP are generally part of core teams formed by ministries or national training centres to carry out education sector diagnoses and/or design education sector plans. They may also be ministry or university staff involved in IIEP research projects, who work closely with IIEP experts. This work modality epitomizes IIEP's "learning-by-doing approach." In 2015, IIEP provided on-the-job coaching to 580 people.

The "ripple" or "multiplier" effect refers to individuals who are reached indirectly – mostly by ministries or national training centres – who would not have been reached without an IIEP intervention. People reached through the "ripple effect" are tracked. When the Afghan National Institute for Educational Planning in Kabul trains 250 people in national languages, for example, credit would not be given to IIEP. Nonetheless, it can be asserted that: (a) without IIEP's support to design training programmes and work with trainers, these individuals would not have been trained; (b) the figure of 250 people is not an estimation, as these people were registered and given a diploma when they completed the training. In 2015, 1,150 people were reached through the "ripple effect" of IIEP's activities. For the share of these numbers by region, please refer to the infographics page titled, 'IIEP Capacity Development Worldwide 2015.'

Technical cooperation and research projects in 2015

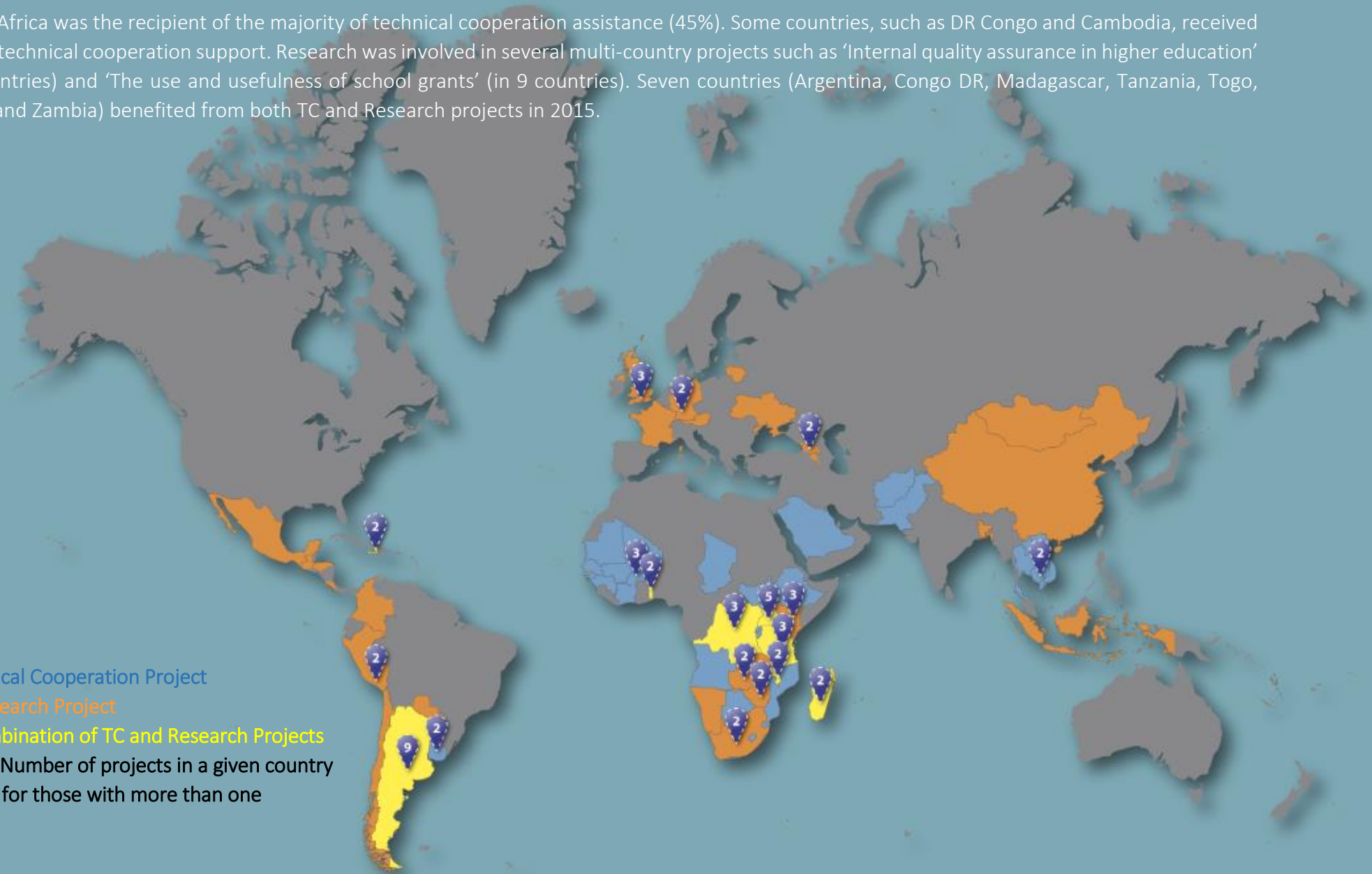
In 2015, Africa was the recipient of the majority of technical cooperation assistance (45%). Some countries, such as DR Congo and Cambodia, received multiple technical cooperation support. Research was involved in several multi-country projects such as 'Internal quality assurance in higher education' (in 8 countries) and 'The use and usefulness of school grants' (in 9 countries). Seven countries (Argentina, Congo DR, Madagascar, Tanzania, Togo, Uganda and Zambia) benefited from both TC and Research projects in 2015.

Blue: Technical Cooperation Project

Orange: Research Project

Yellow: Combination of TC and Research Projects

Tear Drops: Number of projects in a given country for those with more than one



STO 5 and STO 6: Ministries in charge of education interact with government and non-government actors on core EPM issues

Seminars and forums

IIEP's seminars and forums create a space for discussion, for sharing information and fostering collaborations. In 2015, IIEP hosted more than 15 such events, of varying sizes and scope. They were delivered in different ways – face-to-face, at a distance or a mix of both – and addressed different types of audiences. These events allowed IIEP to reach out to a total of over 11,000 people worldwide. A selection of key events is presented below.

Planning higher education integrity policy forum

The IIEP policy forum on planning higher education integrity brought together nearly 60 higher education experts and other stakeholders from the world to discuss innovative initiatives aimed at improving transparency and reducing opportunities for fraud and corruption at the university level. Participants included university vice-chancellors and administrators, researchers, and representatives of education ministries, international agencies, civil society, the media and others. The three-day event included discussions on the risks and costs of corruption in higher education, how to support integrity in the management of higher education systems and on improving academic integrity and the best use of public access to information and open data. Overall, the policy forum revealed corruption as a worldwide problem, with risks such as fake diplomas, plagiarism and financial fraud affecting a range of countries. As a result, the participants called for the formation of an international coalition on higher education integrity.

Policy forum: Education and ICT policies

The IIEP-BA policy forum on educational systems in a context of increasing technological availability, held in Buenos Aires, was live-streamed online, reaching over 8,000 participants including policy-makers, researchers and teachers. Joining the forum online were individuals from 42 countries – most numerous from Argentina, Colombia, Mexico, Peru and Uruguay. Discussions focused on the impact that technology has on schools, education systems and policy. A rights perspective permitted an examination of the gaps and tensions between school and digital culture. The forum also offered a space for a much-needed critical examination of the merging of education and ICT policies and its consequences for learners. Outcomes included the sharing of experiences on ICT policies of Latin American countries between officials and specialists, with regional trends in the design and implementation of ICT policies being disseminated among high-level authorities, officials, researchers and specialists.

International seminar: Educational planning in the digital age

The impact of digital technologies on educational planning was discussed by 40 participants – including ministry staff, academic and industry experts, and representative from NGOs – offering a range of perspectives. Issues related to education management information systems and geographic information systems were specifically addressed because of their importance in the process of decision-making and school mapping. Other topics included the role of institutional frameworks and the limits to the integration of ICT in planning. Participants came from Benin, Burkina Faso, Chad, Comoros, Côte d'Ivoire Mali, France, Gabon, Guinea Senegal, Mauritania, Morocco, Rwanda, Togo and Tunisia. Partners were inter alia Google France, the Orange Foundation and the Orange Group, ESRI GIS France, Altai SIGE (EMIS), and KA Technologies Group.

Foresight strategic debates

Three strategic debates were organized during 2015 on the topic of education and employment:

1. Skill Gaps and Employability of Youth in the MENA Region (February)
2. Closing the Gender Gap (March)
3. Research on Higher Education and the Work World: What Evidence for What Educational Policies? (June)

Participants explored the education–employment linkage (including from regional and gender perspectives), and were able to engage with colleagues from international organizations and universities.

Addressing the digital gender gap

On the occasion of International Women's Day, IIEP-BA organized a series of activities with Wikimedia Argentina, entitled 'Gender equality in Latin America, an impending debate.' The aim was to identify the main challenges, and offer solutions for, the digital gender gap in Latin America, with a particular focus on Argentina. Over 1,200 participants joined the webinars, breakfast meetings and online discussions.

Presence at international conferences

Major annual international conferences offer an invaluable opportunity for IIEP to present itself to the widest possible audience of practitioners, academics, decision-makers and development partners. It is an opportunity which the Institute took full advantage of in 2015, notably at the CIES (Comparative and International Education Society) Conference and the UKFIET International Conference on Education and Development, where IIEP's presentations proved a popular attraction, generating rich discussions as well as new contacts for future collaboration. At these and other events – such as the International Anti-corruption Conference (IACC), the World Education Forum, and the Oslo Summit on Education for Development – IIEP was able to convey key messages and contribute to public debate within the international community. An IIEP Programme Specialist was invited by the Chinese Higher Education Evaluation Centre (HEEC) to present a keynote speech at the International Forum in Beijing. The forum drew more

than 200 high-level officials from the Chinese higher education sector. Attendees included university presidents, vice-presidents, and academics in charge of internal quality assurance systems, as well as international experts from Australia, Hong Kong, Japan, Republic of Korea, Russia, and the OECD.

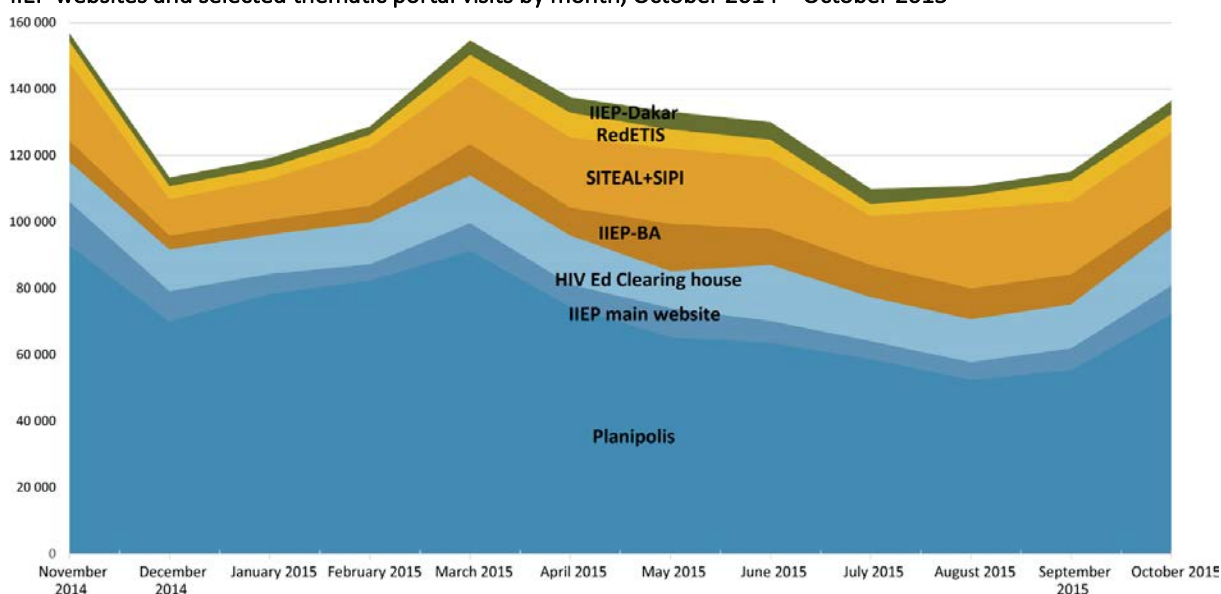
Platforms and portals

IIEP's websites and thematic resource portals serve as both repositories of knowledge and forums for exchange. A "one-stop shop" for the global education specialists community, the Institute's websites leverage the value of the IIEP brand, and the broad reach of its networks, to disseminate new educational planning and management information and related data to core audiences. Currently, IIEP has 12 thematically distinct websites and portals, including Education4Resilience, ETICO, HIV and Health Education Clearing House, the IIEP Learning Portal, Planipolis, SITEAL, SITEAL-TIC, SITEAL-SIPI and RedETIS.

Over the period October 2014 – October 2015, IIEP's website and portals totalled 1.6 million visits. Planipolis and SITEAL-SIPI were far the most visited ones with respectively some 857,000 and 233,000 visitors. Well aware of their value as a communication tool through which IIEP can expand its communication with the global education community, IIEP has made efforts to fully exploit its websites and platforms in terms of its external branding, and as a medium to disseminate its knowledge products. With the new institutional website developed in 2014 and launched in French in 2015, IIEP has been able to meet the growing need among education specialists for:

- content delivered in a simple and streamlined package;
- a wide range of relevant information and data, including that not produced by IIEP;
- help with information overload – there is just too much information for experts to effectively make sense of it all without time-intensive study.

IIEP websites and selected thematic portal visits by month, October 2014 – October 2015⁴



⁴ Since it launched in October 2015, the IIEP Learning Portal is not included. It will be included in 2016.

New global portal dedicated to improving learning outcomes

The IIEP Learning Portal, launched in October, is an online platform designed to help decision-makers and education practitioners plan for quality education and improved learning outcomes. With a database of more than 1,000 resources on learning issues, the portal provides education planners, civil society actors and other stakeholders with a platform to exchange ideas, research, and experiences on how to improve learning outcomes. The site also features a weekly blog and daily curated news, a searchable glossary and information on how to create a plan for learning improvement.

In November, the Learning Portal also hosted its first e-Forum, “Inclusive and Equitable Quality Education for All: Towards a Global Framework for Measuring Learning?” With experts from Latin America, Africa, East Asia, Europe and North America, the e-Forum brought together 910 participants to discuss current learning assessments and whether they meet the needs for monitoring learning outcomes in different regions and education systems around the globe. The two-week-long event also brought new users to the Portal, introducing them to its many resources available to help spur new in-depth discussions on how to solve the global learning crisis currently affecting 250 million children worldwide.

Geographical Representaion of participants the IIEP Learning Portal’s Nov 16-27, 2015 e-Forum ‘Inclusive and Equitable Education for All: towards a global framework for measuring Learning?’ (910 participants)



2015 IIEP institutional development⁵

Partnerships and fundraising

IIEP continued to implement its partnership and fundraising strategies by strengthening existing and developing new collaborations with implementing partners, research collaborators, critical friends and funding partners. Several special events were held in 2015 in support of partnerships and fundraising.

Strengthening implementation through partnership

All three offices of IIEP collaborated with UNESCO's Education Sector, in activities ranging from policy reviews in Latin America, completing the Africa EFA Review and strengthening CapEFA's EMIS work through an IIEP post funded by the initiative.

Within the larger UN family, UNICEF remains a very valued partner in 2015, as does UNRWA. The close collaboration with UNICEF, World Bank and GPE Secretariat in methodological matters over the past five years culminated in the very visible publication of the first two volumes on *Education Sector Analysis Methodological Guidelines*. They serve as a widely recognized reference in the field.

A more focused dialogue to support the humanitarian-development bridge is starting with UNHCR in December. This is thanks in part to IIEP's engagement in the Inter-Agency Network for Education in Emergencies and the Education Cluster.

In 2015 the Institute worked with two UNESCO Category II education institutes in Gulf countries. With the Regional Center for Quality and Excellence in Riyadh, IIEP is co-producing a white paper on ministry of education mergers. The Institute contributed to the training offer of the Regional Center for Educational Planning in Sharjah and made a presentation at the Center's 3rd International Conference. Turning to Category I education institutes, 2015 saw IIEP conducting joint country support work with the UNESCO Institute for Lifelong Learning in Tanzania while the PEIC curriculum booklets were a collaboration with the International Bureau of Education. Finally, IIEP is working with the UNESCO Institute for Statistics on national education accounts and the IIEP Learning Portal.

In November, IIEP invited UNESCO Permanent Delegations and National Commissions to an Open House. There was a morning program in English and an afternoon program in French, both including a hosted lunch in our cafeteria. This year a Gallery Walk was introduced, with tables in the lobby filled with IIEP's publications and brochures and staffed by staff who engaged with the visitors and answered questions. The formal program in the Auditorium shared how IIEP programs support Member States with the Education 2030 agenda. 60 participants from 28 countries visited on the day.

Collaborations with DAAD, the German BACKUP Initiative and GPE continued in 2015. IIEP assisted the GPE Secretariat with several consultations on their draft strategy. GPE co-published

⁵ Aspects of IIEP institutional development pertaining to human resources, including the significant activity in staff development and training, are detailed in document 55GB/4 Part II.

with IIEP the *Guidelines for Sector Plan Preparation* and *Guidelines for Education Sector Plan Appraisal*. The Institute is collaborating on the development of guidelines for transitional plans in fragile circumstances. Strong and regular communication with the GPE Secretariat is maintained.

Enriching knowledge base through intellectual exchanges

The 9 June international seminar hosted by the Sultanate of Oman provided a superb opportunity to exchange views on international education trends and the state of education planning in Oman. The event heightened the Institute's profile in a country with whom IIEP has worked since 1973.

The inaugural meeting of the Research Advisory Council demonstrated the value of bringing significant power of seven scholars and policy experts to bear on IIEP's research programme.

IIEP's active participation in the Build Evidence in Education (BE2) funders group provided additional opportunities to collectively reflect, exchange, and learn.

Putting IIEP on a more predictable financial footing

Regular consultations with IIEP's biggest funders were held in 2015, with multiple exchanges with Argentina, France, Norway, Sweden, and Switzerland. Check-ins were also held with the seven foundations supporting the Institute in 2015.

IIEP's Partners' Day on 19 November engaged current and potential funders in discussions on IIEP and the Education 2030 agenda. Representatives from Canada, Finland, France, India and Sweden joined officials from two foundations. In addition to showcasing the Institute's work, feedback was received on possible future work and pathways for continued collaborations and contributions.

Numerous meetings were also held with individual funders. The dialogue with both the European Union and the Agence Française de Développement (AFD) expanded significantly in 2015. Additional talks are being held with the GPE Secretariat to secure funding for activities from the country decentralized funds and from its Global and Regional Activities fund (GRA).

Internal coordination and knowledge sharing

The Paris Management Team Retreat was held off-site at CIEP on 2 February. The team mapped out key 2015 priorities for each team and for the Management Team. A SWOT⁶ analysis served as a productive mechanism for reflection. At an All Staff meeting later that month, Paris staff were briefed on 2015 priorities and conducted a SWOT exercise to feed into the revisions of IIEP's Growth Strategy. The SWOT analyses were shared with BA and Dakar teams for feedback.

On October 26-28 IIEP held its first Global Staff Retreat. Fourteen colleagues from Buenos Aires and Pôle de Dakar participated. On the first day, these colleagues joined all Paris staff for a full day of information sharing and team building. The second off-site day engaged professional staff in discussions on the relevance and quality of IIEP's expertise and a sharing of experiences across offices to strengthen institutional knowledge building. A third day at IIEP consisted of 8 thematic workshops to compare methodological approaches, articulate interventions for

⁶ Strengths, Weaknesses, Opportunities and Threats

Education 2030 and identify areas for joint endeavours. The retreat reinforced the organization as a global institute committed to assisting Member States with the Education 2030 agenda. It laid the groundwork for better communication and increased collaboration.

Project management

In 2015, IIEP deepened the work it started in 2014 on improved project management practices. This effort focused on the development of IIEP-specific Project Management Guidelines, the institutionalization of project review processes and the launching of a new projects database.

The Project Management Guidelines emerged from the 2014 diagnosis of IIEP's project management practices and processes. They were designed in-house in consultation with all teams and all categories of staff. The guidelines are specific to IIEP and are articulated around the needs and responsibilities of project managers who are on the frontline delivering IIEP's programme. They are meant to serve as a reminder of a purposefully limited number of good practices along the main steps of the IIEP project cycle – from the moment a project idea is discussed all the way to the moment the project closes. The Guidelines are intended to improve the internal articulation between Programme and Administration and to support alignment with UNESCO administrative procedures. They also help the Institute capitalize on a project's products in terms of internal knowledge management and external communication. Two workshops were organized to share the initial draft of the guidelines with the staff and sensitize them on the necessity of strengthening and harmonizing project management practices.

As a complement, a new practice of formal project review meetings has been institutionalized. Such meetings bring together the Director's Office, the Administrative Unit, the relevant Team Leader and project manager. A given project is reviewed and discussed from both the programme implementation perspective and the administrative and financial point of view. In 2015, six project review meetings were held. They do not replace discussions within teams or at Management Team level. They have proved to be useful, especially in the case of complex projects where a more in-depth discussion is necessary for decision making.

Monitoring and evaluation

An online Heads of Planning Satisfaction Survey was carried out in 2015 to monitor the impact of IIEP's training programmes on Ministry staff performance and on improving the organizational performance of these ministries.

The survey was administered in English and French from early July to mid-September 2015. A total of 218 Heads of Planning and similar positions from 76 countries were targeted. The period covered by the survey is 2008 to 2014⁷. 54 responses were received, which corresponds to a 25% response participation rate.

The 2015 Heads of Planning Survey measures progress against the following Key Performance Indicators (KPIs) of the IIEP Results Assessment Framework:

⁷ The survey enquired about Ministry staff who attended the ATP sessions between 2008/2009 and 2013/14 and residential or distance training between 2008 and 2014.

- KPI 1: Heads of planning units stating effect of IIEP capacity development on improving organizational performance
- KPI 2: Heads of Planning and/or supervisors of IIEP trainees observing improvement in individual and team performance
- KPI 4: Beneficiaries declaring that IIEP capacity development programmes have high to very high impact on their professional skills
- KPI 10: Stakeholders stating that IIEP research is highly relevant
- KPI 11: Heads of planning departments expressing the view that IIEP's technical assistance made significant contribution to evidence-based planning and programming

The second significant initiative to strengthen the monitoring of IIEP's results is the complete overhaul of IIEP's projects database, which had been in place since 2008. A new projects database named MyPROJECTS was rolled out in July 2015. MyPROJECTS has new features that allow a finer grain reporting on IIEP's activities and results.

This new database improves the monitoring and reporting on IIEP's work and allows a better understanding of the reach of its activities. The database contains more detailed information on three main categories of results: IIEP "events"; "people reached" and "deliverables" generated by projects. Two additional categories of beneficiaries are reported on: (1) people coached or mentored through IIEP's projects and (2) people reached indirectly ("ripple effect"). The latter includes, for example, ministry staff trained by national training centres that received support from IIEP. This will help streamline methodology to account for output and outcome of programs and therefore build confidence internally and externally in IIEP's results framework.

The aim is to have all programme specialists and Team Leaders utilizing MyPROJECTS throughout the year, not just for end-of-year reporting. The database will be accessed by the Management Team for portfolio reviews, "Go/No Go" decisions on new projects, and to prepare for project review meetings. For programme specialists, MyPROJECTS provides a convenient, well-structured space to keep all key project documents. Because staff can search the database using many fields, specialists can use it to find projects by country, by STO, start and end date, financial and implementation partners, specific outputs, etc. The value of the database is expected to increase with time as new projects are added to the current collection of 2014-2016 records.

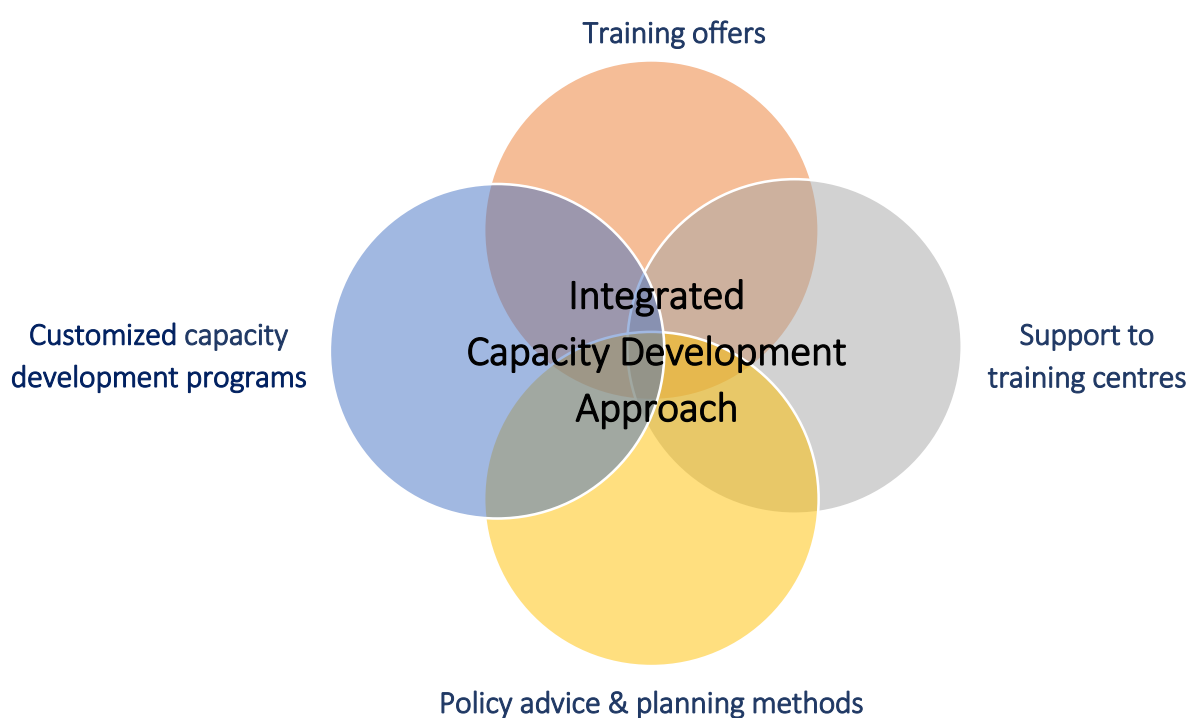
2016 Operational Plan

Introduction

As IIEP looks forward, it does so directed by its Medium-Term Strategy, its Growth Strategy, the 2030 Sustainable Development Goals, and underlying all, its *raison d'être* – the principles and objectives outlined in its mission statement.

At the end of the second year of its Medium-Term Strategy, IIEP has streamlined and developed the capacities essential to meet the evolving needs of Member States. In this new biennium, the Institute is well equipped to navigate shifting global environments and undertake activities designed to achieve its objectives, as well as those of the international community.

Integrated Capacity Development Approach



Enhancing quality and relevance of training offers

In collaboration with IIEP-BA and Pôle de Dakar, IIEP Paris will continue to make improvements to its core training offer. The aim in 2016 is to expand and improve the quality and relevance of training while maximizing the efficiency of implementation and management.

Enhancing training participants' experience

IIEP is making a concerted effort to ensure that participants have a positive and seamless experience of IIEP training - from admissions and training through to completion and transitioning into the alumni community. Having gained experience with an efficient online application and selection management tool (WizeHive), the Institute expects to identify a new

software solution for managing admissions through grade record keeping and transcript production. Regular communication throughout the academic year will engage national commissions, ministries of education and the alumni community to ensure good cooperation before and after the training phase. In addition, course coordinators will continue to solicit participants' recommendations for content and instructional improvement. Teaching staff will be supported in implementing suggested changes arising from peer observation of training sessions.

Gender mainstreaming: Ensuring IIEP training promotes equity

In 2016, six courses will be reviewed for ways to increase gender equity in content, context, and terminology. French and Spanish training materials from the PDK and BA offices, respectively, will also be gender mainstreamed. This effort is well aligned with the 2030 SDGs.

Online courses through the Virtual Campus

New e-learning tools to improve the quality of teaching and learning will be introduced for the online courses offered by all IIEP offices. The Institute will continue to expand the use of the Virtual Campus to support learning in its residential offer and to facilitate resource sharing for technical assistance projects.

In 2016, IIEP Paris will propose six e-learning courses, including a MOOC and offer three e-forums through its Virtual Campus. After the successful implementation of its first MOOC "Introduction to statistics for educational planning and management" organized in 2015 for more than 900 Francophone education professionals worldwide, IIEP will organize a new MOOC on Learning Assessment in English.

IIEP will also offer two e-forum topics in 2016 "Transparency in pro-poor education incentives" and "Towards a global framework for measuring learning?" The latter will be offered in French and Spanish. Nine hundred and ten people registered for this e-Forum on learning assessment, which ran in English November 16-27 through the IIEP Learning Portal.

IIEP-Paris training offer

The Advanced Training Programme will run from 26 September 2016 to 30 September 2017. It is comprised of two stand-alone components, the Education Sector Planning course (September – March) and the Specialized Courses Programme (April-May). A tutored project while in Paris and a final project back at work complete the ATP. The 2016 IIEP-Paris specialized courses are outlined in Table 1.

2016 IIEP-Paris Specialized Training Offer

Course Type	Title	Dates	Language	
Online Training Courses (IIEP Virtual Campus)	Learning Assessments (MOOC)	1-26 February	English	
	Projections and Simulation Models	16 May – 15 July	French	
	Monitoring and evaluating gender equality in Education	1 August- 23 September	English	
	External Quality Assurance in Higher Education	3 October – 25 November	French	
	Secondary Teacher Management	10 October – 12 December	English	
	Transparency, accountability and anti-corruption measures in education	24 October – 9 December	French	
Specialized Courses Programme (SCP)	Educational Planning and Analysis Stream (EPA)	Projections and Simulation Models and Techniques	11-22 April	English and French
		Micro-planning and School Mapping	25 April – 6 May	
	Educational Planning and Management Stream (EPM)	Quantitative Methods for Monitoring and Evaluating the Quality of Education	9-20 May	
		Organization and Management of the Education Sector: Systems and Institutions	11-22 April	
		Education Budgets and Financial Management	25 April – 6 May	
		Education Sector Programmes and Projects	9-20 May	

IIEP-Buenos Aires training offer

Regional Training Course on Educational Policy, Formulation and Planning

Designed to train public officials, professionals and specialists in analysis, formulation, planning, implementation and evaluation of educational programmes and policies, this course consists of a 10-week online phase and 9-week residential phase. Throughout the first phase, participants take two training modules (“Educational planning nowadays” and “Statistical tools and indicators for educational planning”). In the residential stage in Buenos Aires, there are three training modules (Education sector diagnosis, Strategies and alternatives of educational policies, Formulation, planning and implementation of educational plans and programmes). A one-week study visit provides participants with first-hand knowledge of an educational system and its policies and the preparation and debate of a Final Project complete the course. Preparations for the 19th edition of the course will begin in February 2016. Among participating countries are Argentina, Brazil, Mexico, Peru and Uruguay.

Short online courses on ICT policies in education

In 2015, IIEP-BA launched a new line of online training to reach out to new audiences in the region. A great success, reaching over 200 people, it will be offered again in 2016. The training offer addresses professionals interested in ICT and education, in particular, in addressing the challenges of ICT inclusion in education systems. It aims to promote and strengthen a virtual community, increase the database of participants and achieve greater reach and dissemination

for IIEP-BA. The following topics are included: (a) Digital culture and education; (b) Learning and digital content; (c) ICTs and teachers' training; and (d) ICT's Policy and project management. The BA office will also explore additional new thematic lines for the development of other online courses.

IIEP-PDK training offer

The two Master 1 distance courses offered by IIEP-Pôle de Dakar in partnership with the Cheikh Anta Diop University of Dakar (PSGSE) and the University of the Gambia (SAMES) are ongoing. PSGSE session 9 will finish and session 10 will be in 2016 and similarly for SAMES sessions 3 and 4. Both programs face challenges and will undergo a number of quality and administrative improvements in 2016.

Course on "Politique sectorielle et gestion des systèmes éducatifs" (PSGSE)

Following the course evaluation results that indicate low interaction and support on the part of trainers, IIEP-PDK will conduct an institutional assessment of the faculty where PSGSE is housed at Cheikh Anta Diop University (FASTEF⁸). This assessment should allow the redefinition of roles and responsibilities of all actors involved in PSGSE. FASTEF tutors involved in PSGSE will also be evaluated and replaced in case of low performance. Two training modules will also be revised to improve the quality of the programme. For improved administration, the PSGSE Administrator and Pedagogical Coordinator at FASTEF will be trained by the PDK Training Administrator.

"Sectoral analysis and management of the education system" course (SAMES)

The first three sessions of SAMES were essentially populated by Gambian students. The fourth session has already enlisted a team from Liberia and will aim to attract teams from Anglophone countries where PDK has been involved, such as Uganda, Zambia and Zimbabwe. The two PSGSE modules to be revised in 2016 will be translated and made available to SAMES to help maintain comparability between the two courses.

For both PSGSE and SAMES, PDK staff will take part and deliver training during the mid-term and final gathering periods foreseen in the courses' annual schedules.

Customized capacity development

The TEMPUS project

The TEMPUS project, of which IIEP is one partner among 18, aims to bridge the regulatory gap in Transnational Education (TNE) by establishing internal and external quality assurance mechanisms in line with the UNESCO/OECD Guidelines on the quality provision of cross-border higher education. In the coming year, IIEP will contribute to developing the capacities of the higher education systems of Armenia, France, Georgia, Germany and the UK through online training courses. IIEP will conduct site visits to TNE universities to complete pilot accreditations. Universities that participate in the pilot accreditation will also participate in self-assessments.

⁸ Faculty of Education and Training Sciences and Technologies

Training on transparency, accountability and anti-corruption measures in education

In 2016, IIEP will offer new online and residential training courses on “Transparency, accountability and anti-corruption measures in education.” Based on a set of training materials developed within IIEP’s Ethics and Corruption in Education research project, the courses will be designed for senior education managers and planners, and organized in collaboration with the U4 Anti-Corruption Resource Centre, Transparency International, and the Open Society Institute.

Capacity development programme for education sector analysis and planning in Africa

This training programme – provided by IIEP-PDK for UNICEF staff, Government counterparts and members of Local Education Groups at country level – aims to strengthen understanding of education sector analysis and enable participants to support education sector policy planning and monitoring. Launched in 2015, the programme will continue in 2016.

Enhancing West African capacities in quality assurance structures

This capacity development programme is a partnership with DAAD. The 2016 activities include:

- a seminar on quality assurance structures in higher education for decision-makers from Central African countries;
- a workshop on the linkage between IQA and strategic planning for officials in charge of quality in universities of Francophone West Africa;
- a blended learning course on external quality assurance for Central African countries.

Strengthening national and regional training centres for sustainable impact

Afghanistan: Developing an effective and autonomous training centre

The Afghanistan Capacity Development in Educational Planning and Management III project will continue to support the Afghanistan Ministry of Education’s National Institute for Educational Planning to respond to capacity development needs of the education system in a sustainable way. The focus in 2016 will be to continue improving the quality of NIEP curricula and training output.

The Technical Cooperation team at IIEP-Paris manages the project and will provide technical advice and expertise to ensure quality while drawing on administrative support from the UNESCO Kabul Office. IIEP will offer support on training, assist in securing a partnership between NIEP and Kabul University and participate in the Joint Education Sector Review.

Cambodia twinning arrangement

In 2012, the Cambodian Ministry of Education, Youth and Sports requested support from IIEP to strengthen the Department for Educational Planning and Management. The overall programme objective is to develop National Institute of Education into an effective centre for training and research in educational planning and management so that it can serve the national, provincial and district administrations. In 2016, the programme will continue training NIE staff, while its focus will shift to supporting this staff with the design and implementation of training courses on key topics in educational planning and management (including on education financing) and the conducting of field research studies.

Strengthening training capacities in the Arab region

Training needs in educational planning and management in the Arab Region remain high. IIEP will intensify the work it began in 2010 in supporting three centres, which together are intended to serve the whole region: COPE⁹ in Morocco, RCEP¹⁰ in Sharjah, and NCHRD¹¹ in Jordan. IIEP will work in close collaboration with the UNESCO regional and cluster offices to offer training to the centres' staff, and will strengthen their collaboration.

Technical assistance for strong education systems

Platform project of expertise for vocational training (PEFOP)

This newly launched vocational training project will move ahead at full speed in 2016. This includes reviewing vocational training policies, creating the PEFOP network, organizing a workshop to share promising practices and launching a call for proposals to encourage innovation in the implementation of vocational training policies through financial incentives.

IIEP support to education sector planning in Comoros

The long-term objective of this project is to support the country with the development of its 2019-2030 strategic plan for the education sector. Before beginning this complex exercise, however, IIEP will support the preparation of a transitional plan, whose aim is to strengthen national capacities in planning and management. Its preparation will be guided by an institutional analysis that examines the present capacity and functioning of the educational administration. A capacity development programme will be designed as a core element of the transitional plan. From late 2016 into 2018, IIEP will collaborate with the national staff in the preparation of a sectoral analysis, and the development of the 2019-2030 education plan.

Improving the quality of teacher training in Haiti

This project aims to strengthen the country's capacity to improve the quality of pre-school, primary, secondary and vocational education, by ensuring a clearer linkage between the teachers needs and the supply. In 2016, IIEP will present a simulation model on the needs for training of the different teacher corps, and how such training can be offered in the most cost-effective manner. Relevant managers and administrators will be trained on the use of this model.

IIEP-PDK education sector analysis in Burkina Faso

In 2014, Burkina Faso requested IIEP-PDK to support the updating of the Education Sector Analysis and education sector financial simulation model. The aim is to improve implementation of basic education and propose the most cost-effective options for its implementation. Several outputs are planned for 2016, including final validation of the Education Sector Analysis; development of the simulation model; discussion of educational

⁹ Centre d'orientation et de planification de l'éducation (Education Planning and Orientation Center)

¹⁰ Regional Center for Educational Planning

¹¹ National Center for Human Resources Development

policies and priorities for the sector plan; development of related concept notes, priority-setting workshop and seminar to share results.

Education sector planning in Tanzania

The government of Tanzania Mainland is preparing a new education sector plan, for the 2016–2020 period. IIEP works closely with the three ministries involved (education, local government, and gender, children & community development), as part of a broad UNESCO team, in drafting the education sector analysis and subsequently the plan. Through the collaboration with the national team, the ministries' capacities become stronger, while several consultations along the way make the plan more representative of the views of a wide range of stakeholders.

Development of sector analysis and medium-term expenditure framework in Mali

Following the request from the country to support the development of a medium-term education sector plan and depending on the security situation, IIEP will provide support for an education sector analysis in Mali. Once completed, simulation models will be built to allow for educational policy tradeoffs and for development of an education sector plan.

Supporting South Sudan's Education Sector Plan

In 2016, IIEP will support South Sudan's Ministry of Education, Science and Technology in the development of a projection model which will enable decision makers to identify and prioritize objectives for the education sector. These objectives will then be elaborated in the country's education sector plan with technical cooperation from IIEP.

Strengthening education financing effectiveness

National Education Accounts

Key expected results of this project include equipping eight participating countries with a set of tested methodologies for implementing National Education Accounts; and tools for tracking resource allocations within education systems, estimating household expenditure on education, and monitoring external resources for education. In addition, the project will produce sustainable systems to monitor government education expenditure on an annual basis for national education sector planning and review. Data produced will also be made available to all partners for cross-national comparisons through the UIS Data Centre. Project activities are underway in all countries, however, at different stages:

- in Zimbabwe data collection, processing and analysis have been completed and a draft of the National Education Finance brief is now available;
- in Guinea activities are being implemented slowly due to the ongoing public health crisis;
- in Uganda and Nepal the two countries implementing full NEA, data processing activities are nearing completion, which will allow the drafting of the national NEA report.

Prospective new analyses

Five research topics were proposed to the International Commission on Financing Global Education Opportunity, launched by Norway in July 2015, ranging from alternate ways of looking at global education challenges beyond country-based analyses, to analyzing financing education by the private sector in developing countries and their opportunities and challenges in the context of SDGs. IIEP is positioning itself as both an expert contributor to the Commission's research and a convener of experts and institutions to complement its own expertise.

Knowledge Generation

Firm in its conviction that high-quality data and information are essential for informed decision-making and sound educational policies, IIEP will continue to conduct relevant, methodologically rigorous research and provide timely policy reviews and briefs. Its newly established Research Advisory Council will meet at a distance at least twice in 2016, to provide guidance to the Institute on specific research topics as well on improving IIEP's research procedures, such as peer review and dissemination.

Foresight: Preparing for the future

As a learning organization, IIEP strives to be responsive to the major educational issues of the day and to anticipate those on the horizon. Through its Foresight activities, IIEP aims to stay abreast of new education policy, planning and management developments. These activities provide a means for IIEP staff to keep abreast of new developments and trends in education internationally and to reflect on their implications for education planning and management. They enrich IIEP's knowledge generation and training programmes and feed into policy advice to Member States. Through these efforts, the Institute is able to simultaneously reflect on its work and be forward-thinking in its planning.

In 2016, IIEP will publish a new volume of its flagship series, the Fundamentals of Educational Planning. Three new Foresight papers, written by specialists, will provide an informative snapshot of recent developments in educational planning and policies. As in every year, the Institute will organize a Strategic Debate series, this year on planning for the 2030 Agenda. These well-attended public events provide an important forum to hear from and discuss with international experts, including those from outside the field of education.

Research: Evidence for informed policies and planning

Providing data on education systems and school practices

In 2016, IIEP-BA will carry out a study on teaching practices in the Argentinian education system, disseminate policy reviews of education systems in Guatemala and Peru conducted in 2015, and share the findings of its comparative review of national initiatives on mobile learning in Colombia, Costa Rica, Peru and Uruguay.

IIEP-Pôle de Dakar has plans to partner with the Burundi Ministry in charge of education to undertake a study on instructional time in primary schools. The project will have three phases:

an evaluation of the number of teaching hours in the country's primary schools, an analysis of the correlation between number of hours and academic success, and an examination of the quality of teaching time. Based on the findings, concrete operational recommendations will be proposed to address the identified short- and medium-term challenges for the organization and management of the instructional and learning time.

Mapping teacher career structures

What types of teacher career models are most likely to lead to improved pupil learning outcomes, teacher attraction, motivation, and retention in the profession? This project seeks the answer to this question by mapping various teacher career models adopted in a variety of contexts, considering implementation challenges as well as perceived effects on teachers and learning.

The mapping exercise will be completed in 2016. IIEP will draft a report synthesizing the main results, prepare research tools for case studies, and organize an expert roundtable to share findings, identify themes for further investigation, and discuss research instruments and methodology. The second phase, case study research in three countries selected for their comparative geographical and income differences, will be launched toward the end of 2016.

Improving access, quality and equity in education through school grants

IIEP's 'Use and Usefulness of School Grants' research project will continue in the French-speaking countries of Haiti, Togo, Madagascar and the Democratic Republic of the Congo, with the support of GPE. In 2016, IIEP will monitor the quality of the research reports prepared by the teams in these four countries, including school monographs, quantitative analysis and national synthesis. These reports will then serve as a basis for a regional comparative analysis.

To share the results of this latest set of country cases, a regional policy seminar with a targeted 80 attendees is organized for July 2016 for French-speaking countries in sub-Saharan Africa and the Caribbean. The objective is to discuss the main research findings, in particular the challenges faced in these countries in the implementation of school grants policies and the strategies needed to overcome them. The seminar will gather high-level decision-makers, financial partners, and researchers of the four participating countries and other French-speaking African countries.

After five years of research, the project has generated enough research results to organize a series of activities that would allow strong dissemination of the results as well as concrete ownership of the policy recommendations. Through working closely with the national teams, customized products will be created to ensure effective communication between the researchers, the central-level staff and the actors at the school and district levels. To support cross-regional learning, a French edition of the publication *Improving School financing: The use and usefulness of school grants – Lessons from East Asia and the Pacific* will be produced, as well as English and French editions of Research Briefs from Ethiopia, Malawi, Indonesia, Mongolia, Timor-Leste and Vanuatu. Final project outputs planned include a comparative analysis on school grants policies and technical guidelines on school grants.

Improving integrity planning in the education sector

As part of its project on the effective use of open education data for improving integrity planning in education, the Institute will launch, in 2016, six case studies of countries from the Asia-Pacific region (Australia, India, Indonesia, Pakistan, New Zealand, and the Philippines). Each case study will focus on country-specific uses of primary and secondary school report cards and on the lessons learned from a transparency and integrity perspective. It will identify:

- types of activities in place, what information is published, who is publishing it and how it is accessed at the school level;
- critical data for improving transparency;
- ways in which the public accesses and utilizes the information;
- limits of such processes.

In its effort to provide tools in support of anti-corruption efforts, IIEP will also develop in 2016 methodological guidelines on integrity assessments, as well as guidelines for quality assurance and integrity in higher education. It will pursue its capacity development and technical assistance work in the area of transparency, accountability and anti-corruption measures in education and contribute to the promotion of diagnostic and standard-setting tools, such as public expenditure tracking surveys (PETS) and teacher codes of conduct. Finally, it will maintain updated information readily available on its ETICO portal.

Informing internal quality assurance policies

The eight university case studies in Austria, Bahrain, Bangladesh, Chile, China, Germany, Kenya, and South Africa on innovative and effective solutions for internal quality assurance in higher education will be finalized for e-publication in early 2016. A synthesis of this research will be made available in book form. Major conclusions will be discussed during a Policy Forum (see below).

Results from the 2015 international survey *Current Developments, Drivers and Challenges in Internal Quality Assurance of Higher Education Institutions* by the International Association of Universities will be analysed in 2016, and the research report completed in the first quarter of 2016.

Enhance visibility and outreach

Reaching the policy level

Policy forum on “Innovative and Effective Solutions for Higher Education Internal Quality Assurance (IQA)”

This policy forum will highlight the importance of internal quality assurance in higher education as a crucial instrument to enhance the quality of teaching and learning, the employability of higher education graduates and management effectiveness. Findings from the eight country case studies and data from the survey on the state of the art of IQA worldwide will be shared. The 60 forum attendees will include higher education policy-makers, university leaders, quality assurance professionals and funders.

Preparation of guidelines for quality assurance (QA) and integrity in higher education

The Council for Higher Education Accreditation and IIEP will again partner to organize a workshop for 15 experts in Washington, DC, in March 2016. This gathering of experts from higher education institutions, quality assurance and accreditation bodies, and policy-makers will explore how quality assurance and accreditation can both prevent and build resilience against academic corruption. Desired outcomes include suggestions for effective practice, for both higher education institutions and QA agencies.

Building and strengthening networks

Planners without borders

Peer networks can be essential tools to facilitate knowledge-sharing and capacity development. IIEP’s network of thousands of education policy planners who have passed through its ATP programme over the years provides a rich resource which can be better nurtured through the renewal of the alumni network.

The revitalization of IIEP’s alumni network, which will be facilitated online, aims to facilitate collaboration and professional exchange. The network will strengthen the professional synergy between IIEP staff and former trainees and, just as crucially, foster links *among* alumni, increasing a sense of belonging as well as encouraging South-to-South cooperation among IIEP training alumni. IIEP plans to organize activities for alumni at regular intervals, including online discussion forums and seminars on important themes of educational development and reform.

Regional assessment networks

In support of the integration of learning data into policy and planning, in 2016, IIEP will continue collaborations with a number of regional assessment networks. These are likely to include partnerships with UNICEF’s Regional Office for East Asia and the Pacific in support of South East Asia Primary Learning Metric (SEA-PLM) and UNESCO Bangkok in support of the Network on Education Quality Monitoring in the Asia-Pacific (NEQMAP). Both IIEP-Paris and IIEP-Pôle de Dakar expect to work with the Conference of Ministers of Education of Francophone States and Governments (CONFEMEN).

Engaging with IIEP's audiences and beyond

Thematic portals

With the development of resource portals, IIEP has positioned itself as a hub between high-level practitioners, decision-makers, experts, academics and development partners. IIEP has become a reference in the curation of relevant and updated information in education. The IIEP library will continue to provide information, analytical bibliographies, and resources to online and face-to-face visitors. Thanks to an efficient strategic watch, IIEP's information specialists are collecting and sharing resources to feed IIEP's thinking on issues related to the new SDGs and to keep IIEP's audience informed about latest developments in educational planning.

In 2016, Planipolis will migrate to a new software to provide a better service to users. New features will allow thematic access, for example plans and policies for specific levels of education or themes (ICTs, sustainable development, and transition to work, etc.). It will also be possible to conduct comparative analysis of topics such as funding strategies, integrity and public-private education. Information alerts by countries, regions or themes will be provided.

The platforms developed during the first years of the MTS are fully operational and IIEP will make use of them to provide users the resources and information they need. Activities such as e-Forums will provide opportunities to share research results. Through short articles and infographics, IIEP's experts will be able to explain to a wider audience the tools available to improve education planning and management.

Print, e-publications and videos

IIEP has an ambitious print and e-publication schedule for 2016, with a variety of different topics and formats. By disseminating its publications at training sessions, seminars and conferences, and making them available online, the Institute establishes an important connection with its various audiences and further establishes itself as *the* hub for education policy, planning and management research and tools in the context of the 2030 SDGs. The IIEP Newsletter will be published again in print in a new format twice a year. This biannual communication with the community of educational planners will be strengthened by a monthly e-newsletter that will give updated information on IIEP's activities and events.

Teacher management

It is expected that the country reports from the Teaching Career Mapping project will be compiled in an IIEP publication together with a synthesis chapter drafted by the project team. These will include a comprehensive literature review, details of the methodology and findings from the mapping exercise.

Integrity planning

Around the globe, there is a growing awareness of the crucial importance of ethics and corruption in education. To offer pertinent guidance, IIEP will issue methodological guidelines on conducting integrity assessments, and publish a handbook on corruption in the education sector. Along with planned guidelines for quality assurance and integrity in higher education, IIEP is ready to provide practical knowledge and tools in support of anti-corruption efforts.

Education sector analysis methodological guidelines

IIEP Paris and Dakar will contribute to the third volume of the *Methodological Guidelines on the Education Sector Analysis (ESA)*. This volume, to be co-published with UNICEF, the World Bank and GPE, will address topics not yet or insufficiently addressed in most existing ESAs. IIEP will contribute mainly on the topics of risk and vulnerability analysis, teachers, and institutional capacity analysis, areas in which the Institute has significant experience and expertise.

Internal quality assurance in higher education

The eight university case studies on innovative and effective solutions for internal quality assurance in higher education will be finalized for e-publication and a synthesis made available in book form. In addition, the report from the international survey *Current Developments, Drivers and Challenges in Internal Quality Assurance* will be published.

Video on School Grants

A 15-minute film presenting the main findings of IIEP's important ongoing research project on school grants will be produced and presented at a regional policy seminar in Francophone Africa. This will be the first time IIEP has used this communication tool for the dissemination of research.

Conference and Meetings

As a United Nations entity, IIEP has access to several high-level meetings and conferences. These will be opportunities to reach out to development partners and education experts to share IIEP's results, exchange experiences and advocate for the Institute's capacity development methodology.

Comparative and International Education Society (CIES)

IIEP plans to make the most of the extensive networking and outreach opportunities offered by the 2016 CIES 60th Annual Conference, "Six Decades of Comparative and International Education: Taking Stock and Looking Forward", to be held 6–10 March 2016 in Vancouver, Canada. CIES conferences average 2,000 international attendees, making them a valuable platform for IIEP to share its work, distribute literature on its training programmes and direct academics and practitioners to its print and online resources. The following proposed group panels are currently under review by CIES:

1. Learning for All: Using assessment data for policy and planning in Asia
2. School grants: A successful strategy to contribute to quality education for all?
3. Managing change for quality enhancement in higher education: What are the effects of internal quality assurance (IQA) in higher education?
4. Bridging the humanitarian–development divide: Crisis-sensitive educational planning
5. Better education financing data for better planning and monitoring: The role of National Education Accounts towards the achievement of the education SDGs.

Expanding Online Presence and Social Media Outreach

In 2015, IIEP worked diligently to increase its online and social-media presence to better reach its global audience. Between the three IIEP offices, there are now 12 online resources that provide a breadth of information and tools related to teaching, education policy and planning,

HIV and health education and knowledge sharing. Through a communication strategy that combines print and online activities, in 2016 IIEP will increase the scope of its audience. 2016 activities will focus on adapting online resources based on user feedback, increasing website viewership, and growing the Institute's social media activity on Twitter and LinkedIn.

2016 IIEP institutional development

Partnerships and fundraising

Collaborations within UNESCO, with the larger UN and with other partners are expected to continue to build as IIEP's focus gets placed on the Education 2030 agenda. Partnering with other specialized institutes will enrich the diagnosis and planning process. In 2016 the development of Volume 3 of the *Education Sector Analysis Methodological Guidelines* will be done in collaboration with UNICEF, the World Bank, the GPE Secretariat and DFID.

Following IIEP's participation in the GPE Board Meeting in 2015, the discussion to engage IIEP in GPE processes are likely to extend beyond current technical support at country level and methodological production at the global level. It may move towards monitoring of quality assurance protocols on education sector plans. This reassessment of IIEP's normative role in the global education landscape also concerns higher education, with an increased role expected in 2016 in governance matters, including internal and external quality assurance standards, transparency and anti-corruption policies, etc.

Monitoring and evaluation

All of UNESCO, including IIEP, will conduct individual performance reviews for the first time using the new MyTalent platform. The aim is to provide supportive and accountable performance reviews which recognize results and identify professional development needs. The Management Team will use this exercise as a human resource monitoring instrument and participate in a strategic human resources planning exercise.

In 2016, IIEP will commission an external evaluation of its Technical Cooperation services. A reference group which includes a representative from UNESCO Internal Oversight Services (IOS), was convened. Their work fed into the draft Terms of Reference which will be used to solicit proposals from interested firms and individuals. The winning team will be given a comprehensive mandate to go beyond the usual output/outcome/impact framework and to provide strategic insights on the relevance, quality and reach of IIEP technical cooperation activities within its broader mandate.

The second major M&E related activity in 2016 will be the introduction of a Customer Relationship Management tool. This new software solution should allow IIEP to collect and manage data on its "clients" in a more integrated and efficient manner. At present, different tools are used to manage the individual files of training participants, to register participants in Distance Education activities, and to record information on people taking part in field-based activities. Those tools are *ad hoc* and not compatible across each other. This creates a heavy data entry workload and requires considerable data consolidation effort which are subject to data inaccuracies. The new CRM will be integrated within the operating procedures thanks to an earlier analysis made in 2015 on the use and dissemination of information between teams and expertise.

The introduction of the CRM tool will require an investment in time and money. It is however deemed essential to optimize IIEP results monitoring; to make the daily management of the training activities lighter and more efficient and to improve external communication (mailing, Alumni Network, etc.).

Annex I: IIEP Training Offer 2015

Title	Target countries	Dates	# trainees	Instructional mode	Impl. Partners	Financial Partners	M	F
CORE TRAINING OFFER								
Advanced Training Programme (ATP)	World	21 September 2015- June 16	18	Residential/ Distance		Government and institutions providing fellowships	14	4
Education Sector Planning Course (ESP)	World	21 September 2015- April 16	2	Residential/ Distance			0	2
Specialized Courses Programme (SCP)	World	April - May 2015	74	Residential			44	30
Regional Training Course (RTC)	Latin America	Distance: June-August 2015 Residential: Sept-November 2015	21	Residential/ Distance			7	14
Cours Politique Sectorielle et Gestion des Systèmes Educatifs (PSGSE)	French speaking Africa	October 2014-December 2015	43	Distance	FASTEF- Cheikh Anta Diop University (Senegal)		37	6
Sectoral Analysis and Management of the Education System (SAMES)	English speaking Africa	Mars 2014- May 2015	18	Distance	University of the Gambia		15	3
DISTANCE EDUCATION								
Introduction to Statistics for Planning and Education Management	World	June-July 2015	173	Distance - MOOC			134	39
Education Cost Analysis	World	June-July 2015	58	Distance			29	29
Transparency, Accountability and Anti-Corruption Measures in Education	World	October-December 2015	90	Distance			44	46
Educational Planning for Safety, Resilience and Social Cohesion	World	October-December 2015	71	Distance			45	26
Digital culture and education	Latin America	March 2015	67	Distance			14	53
Learning and digital content	Latin America	Octobre 2015	59	Distance			8	51
ICTs and teachers' training	Latin America	July 2015	74	Distance			16	58
ICT's Policy and project management	Latin America	August 2015	44	Distance			17	27
TAILOR-MADE TRAINING								
Introduction to School Card and Micro-planning	Chad	March - April 2015	32	Residential	Ministère de l'Education Nationale ; UNESCO Yaoundé		28	4
Regional Workshop on Monitoring and Evaluation of Education Sector	17 countries	May 2015	31	Residential	UNESCO Kingston Office		11	20
Reinforcement of Capacities in Education Sector Analysis (Nairobi)	Somalia, South Sudan, Zimbabwe	October 2015	36	Residential			31	5
Reinforcement of Capacities in Education Sector Analysis (Dakar)	Burkina Faso, Mali, Chad	October 2015	30	Residential			25	5
PROJECT EMBEDDED TRAINING								
Methodological guidance to Focal Points of the Community of Practice of the Education Inspection Service	Angola	February - July 2015	34	Residential	Angolan MoE	Angolan MoE	26	8
TEMPUS TNE-QA Project Workshop on "External QA Mechanisms and tools for TNE"	Armenia , Belgium, France, Georgia, U.K.	September 2015	38			European Union	12	26
Development of NIE's Training Course on Education Sector Planning in Cambodia for Provincial Offices	Cambodia	April 2015	14	Residential/ Distance	Cambodian MoEYS, NIE	Cambodian CDPF (EU, Sida, UNICEF)	11	3
Development of NIE's Training Course on the Management of Secondary School Teachers in Cambodia	Cambodia	June 2015	14	Residential/ Distance	Cambodian MoEYS, NIE	Cambodian CDPF (EU, Sida, UNICEF)	11	3
Research Workshop on Planning and Management of School Inspection System	Cambodia	July 2015	15	Residential	Cambodian MoEYS, NIE	Cambodian CDPF (EU, Sida, UNICEF)	12	3

Title	Target countries	Dates	# trainees	Instructional mode	Impl. Partners	Financial Partners	M	F
Policy dialogue workshop	Chad	4-10 October 2015	30	Residential			23	7
Training on Information systems and school mapping in Bas-Congo Region	DR Congo	November 2015	27	Residential	UNESCO-Kinshasa Office	World Bank, DRC MoE	26	1
Training on Information systems and school mapping in Equateur Region	DR Congo	November 2015	50	Residential	UNESCO-Kinshasa Office	World Bank, DRC MoE	45	5
Training on Information systems and school mapping in Kasai Oriental Region	DR Congo	November 2015	50	Residential	UNESCO-Kinshasa Office	World Bank, DRC MoE	45	5
Preparation of ESDP V : The Cost and Financing Framework, and the Monitoring and Evaluation Framework	Ethiopia	March 2015	31	Residential	Ethiopian MoE	CapEFA	30	1
Preparation of the Education Sector Development Plan V	Ethiopia	May 2015	10	Residential	Ethiopian MoE	CapEFA	10	0
Design of Efficient Quality Management Systems in Higher Education and Research Institutions	Côte d'Ivoire	September 2015	37				26	11
Developing a Training Programme on Education Sector Planning in Indonesia	Indonesia	September 2015	11			UNESCO-Jakarta office, Ministry of Education and Culture, Indonesia	7	4
Workshop to Finalize the Education Expenditures Data Processing, Classification, Consolidation and Develop the NEA's Financing Tables	Lao	July 2015	7	Residential			2	5
Workshop on the Analysis of the Macroeconomic Framework and the National Education Account	Lao	September-October 2015	8	Residential			4	4
Strengthening Capacity in Educational Planning of Rwanda's Education Authorities	Rwanda	January 2015	30	Residential/ Distance			20	10
Strengthening Capacity in Educational Planning of Rwanda's Education Authorities	Rwanda	February 2015	29	Residential/ Distance			23	6
Strengthening Capacity in Educational Planning of Rwanda's Education Authorities. Workshop Module B Basic Group	Rwanda	March 2015	56	Residential/ Distance			42	14
Strengthening Capacity in Educational Planning of Rwanda's Education Authorities. Workshop Module B Advanced Group	Rwanda	March-April 2015	28	Residential/ Distance			20	8
Strengthening Capacity in Educational Planning of Rwanda's Education Authorities. Workshop Module B Advanced Group	Rwanda	May 2015	25	Residential/ Distance			18	7
Cost and Finance. Strengthening Capacity in Educational Planning of Rwanda's Education Authorities	Rwanda	June 2015	47	Residential/ Distance			33	14
Strengthening Capacity in Educational Planning of Rwanda's Education Authorities. Module: Virtual Library in Educational Planning and Management	Rwanda	July 2015	4	Residential/ Distance			3	1
Use of a simulation model. Strengthening Capacity in Educational Planning of Rwanda's Education Authorities	Rwanda	July 2015	52	Residential/ Distance			40	12
Strengthening Capacity in Educational Planning of Rwanda's Education Authorities. Module: Programme and Project design	Rwanda	July 2015	51	Residential/ Distance			36	15
Strengthening Capacity in Educational Planning of Rwanda's Education Authorities. Workshop on Programme Design and Monitoring in Educational Planning	Rwanda	September 2015	9	Residential/ Distance			4	5
Strengthening Capacity in Educational Planning of Rwanda's Education Authorities. Workshop on Costs and Finance	Rwanda	September 2015	7	Residential/ Distance			6	1

Title	Target countries	Dates	# trainees	Instructional mode	Impl. Partners	Financial Partners	M	F
Strengthening Capacity in Educational Planning of Rwanda's Education Authorities. Workshop on Simulation Modeling	Rwanda	September 2015	11	Residential/ Distance			10	1
Training Workshop on the National Education Account Tables Classification and Consolidation Methodology	Senegal	March 2015	6	Residential			5	1
Training Workshop on the National Education Accounts Analysis for Report Preparation	Senegal	August 2015	7	Residential			6	1
Education Planning and Management Workshop for Somali Education Officials	Somalia	March 2015	17	Residential		UNESCO Regional Office for Eastern Africa (Nairobi)	13	4
Integrating Safety, Resilience and Social Cohesion into Education Sector Planning and Curriculum	South Sudan	July 2015	36	Residential			32	4
Preliminary Conclusions of the Education Sector Analysis	Tanzania	July 2015	27	Residential			17	10
Implications of the Education Sector Analysis on Policies and Strategies	Tanzania	August 2015	11	Residential			9	2
Regional Seminar on Integrating Conflict and Disaster Risk Reduction (C/DRR) into Education Sector Plans, Curricula and Budgets	Thailand	October 2015	54	Residential	UNICEF EAPRO, EAA-PEIC and UNESCO Bangkok	UNICEF EAPRO	21	33
Workshop "Building education plans and projects budget from the lessons learnt from the UAE public expenditure analysis"	Arab region	November 2015	22	Residential	UAE Ministry of Education, RCEP	UAE Ministry of Education	11	11
Mainstreaming Conflict & Disaster Risk Management (CDRM) into Education Sector Plans & Policies. Technical workshop for District Education Officers (DEOs) & Chairs of District Disaster Management Committees (DDMCs) from Karamoja, Western & Northern Regions	Uganda	February 2015	62	Residential			50	12
Mainstreaming Conflict & Disaster Risk Management (CDRM) into Education Sector Plans & Policies. Technical workshop for District Education Officers (DEOs) & Chairs of District Disaster Management Committees (DDMCs) from Karamoja, Western & Northern Regions	Uganda	February 2015	38	Residential			29	9
Mainstreaming Conflict & Disaster Risk Management (CDRM) into Education Sector Plans & Policies. Technical workshop for District Education Officers (DEOs) & Chairs of District Disaster Management Committees (DDMCs) from Karamoja, Western & Northern Regions	Uganda	February 2015	23	Residential			15	8
Mainstreaming Conflict & Disaster Risk Management (CDRM) into Education Sector Plans & Policies. Technical workshop for District Education Officers (DEOs) & Chairs of District Disaster Management Committees (DDMCs) from Karamoja, Western & Northern Regions	Uganda	February 2015	39	Residential			33	6
Training in Education Planning and Management for UNICEF Pakistan Country Office. Course on Strategic Planning.	UNICEF Pakistan Office Education staff	June 2015	17	Residential/ Distance			9	8
Successful Strategies to Address Key Challenges in the Pakistan Education System	UNICEF Pakistan Office Education staff	August 2015	18	Residential/ Distance			9	9
Developing an Online Training Programme on Education Sector Planning	Vietnam	February 2015	6	Residential	Ministry of Education & Training (MOET), UNESCO Hanoi	J.P. Morgan Chase Foundation	5	1

Title	Target countries	Dates	# trainees	Instructional mode	Impl. Partners	Financial Partners	M	F
POLICY EVENTS (seminars, fora)								
IIEP Seminar: Education Planning in the Digital Age	18 countries	Septembre 2015	76	Residential		Foundation Orange; Cooperation Allemande; GIZ; Confederation Suisse, DDC	54	22
International Policy Forum 2015. Education and ICT policies. Education systems in a context of omnipresent technology	Latin America	August 19-20, 2015	8063	Residential/ Distance			2552	5511
The Learning Portal E-Forum: Inclusive and equitable quality education for all: Towards a Global Framework for Measuring Learning?	Global	November 2015	726	Distance			436	290
IIEP Policy Forum: Planning Higher Education Integrity	Global	18-20 March 2015	56	Residential		Transparency International, TI; OSI, Open Society Institute; AIF, Agency intergouvernementale de la Francophonie; AAU, Association of African Universities; CIEP, Centre international d'études pédagogiques (France); Council of Europe; ETF, European Training Foundation; CHEA, Council for Higher Education Accreditation (USA)	29	27
Improving School Financing: The Use and Usefulness of School Grants. A comparative research in 4 Francophone countries. An IIEP and the Global Partnership for Education (GPE) Research Programme, in collaboration with some ministries of education	Madagascar	October 2015	20	Residential	MoE	GPE	17	3
Validation workshop for the IIEP Research Project. Innovative and effective solutions for internal quality assurance of higher education: What are their effects on academic quality, management and employability?	France	July 2015	20					
National Education Workshop	Uganda	August 2015	15			Ministry of Education & Sports; Uganda Bureau of Statistics		
Economic Analysis of National Education Account	Uganda	October 2015	9			Ministry of Education & Sports; Uganda Bureau of Statistics		
Launching event of PEFOP Project in Dakar	French speaking Africa	November 2015	91					
Symposium on the state of Women and Technology in Latin America	Latin America	March, 5 2015	27	Residential	Wikimedia Argentina		1	26
Webinar "Digital rights from a gender perspective"	Latin America	March 26, 2015	1204	Distance	Wikimedia Argentina		651	553
Seminar "School Grants in Latin America: Accumulated Experiences and Transformations"	Honduras	November 11-12, 2015	56	Residential	Ministry of Education of Honduras	Global Partnership for Education - GPE	16	40
Workshop "Secondary education and youth cultures"	Argentina	September 15-16	21	Residential	UNESCO Education Research and Foresight, Paris; UNESCO-IBE; CEPAL, Comisión Económica para América Latina y el Caribe; UNICEF LACRO, Latin America and Caribbean Regional Office	UNESCO Education Research and Foresight, Paris	13	8
Expert Workshop on Early Childhood Teachers Policies	Argentina	March 21, 2015	26	Residential	UNESCO Office Santiago and Regional Bureau in Latin America and the Caribbean, OREALC	UNESCO Office Santiago and Regional Bureau in Latin America and the Caribbean, OREALC	2	24
Launching workshop Information feedback systems and tools for increasing accountability	Zambia	April 21-22, 2015	150					
Regional meeting to discuss the Comparative Review of National Initiatives on Mobile Learning in Latin America with emphasis on One-to-One models.	Latin America	August 21, 2015	21	Residential	FOD, Fundación Omar Dengo (Costa Rica); Plan Ceibal (Uruguay); UNESCO Office Lima; Computadores para Educar (Colombia)	FOD, Fundación Omar Dengo (Costa Rica); Plan Ceibal (Uruguay); UNESCO Office Lima; Computadores para Educar (Colombia)	11	10
Webinar "Early childhood policies in Latin America. A balance after 25 years of the ratification of the Convention on the Rights of the Child"	Latin America	November 3, 2015	991	Distance	OEI, Organization of Ibero-American States for Education, Science and Culture, UNICEF Regional Office for Latin America and the Caribbean (LACRO), Fundación Arcor (Argentina)	Fundación Arcor (Argentina), UNICEF LACRO, Latin America and Caribbean Regional Office	196	795

Annex II: IIEP Project Portfolio 2015

Country	Activity title	Financial Partner	Description
STO-1: Planners apply enhanced technical skills			
1.1 Core training offer			
Global	Gender Mainstreaming of Advanced Training Programme in Educational Planning and Management		The process of gender mainstreaming is applied to the training materials of the Advanced Training Programme (ATP).
Global	Advanced Training Programme in Educational Planning and management (ATP)		Integrated capacity development strategy; continuous improvement of training relevance and quality; optimization of implementation and management efficiency.
Global	Teacher Management Course		Specialized courses on teacher management at distance in order to reach a wide audience. The course content draws on the experience gained by IIEP in the field of teacher management as well as on the most recent research.
Argentina; Brazil; Dominican Republic; Ecuador; Mexico; Uruguay	XVII Regional Course on Educational Policy, Planning and Formulation.	Argentina. Ministry of Education; INEP, Instituto Nacional de Estudios e Pesquisas Educacionais Anísio Teixeira (Brazil); Uruguay. National Public Education Administration, ANEP; Mexico. Secretaría de Educación, Estado de México Secretary of Public Education, SEP; Fundación Educar 2050 (Argentina)	This course is addressed to government officials, educational professionals and specialists who work in the analysis, formulation, planning, implementation and evaluation of educational policies and programmes. It is a four-month course that covers a total of 490 hours offered for the LAC region.
Argentina; Brazil; Ecuador; Guatemala; Mexico; Peru; Uruguay	XVIII Regional Course on Educational Policy, Formulation and Planning	PROFOR, Programa de Formación y Capacitación para el Sector Educación (Argentina); Mexico. Secretary of Public Education, SEP; INEP, Instituto Nacional de Estudios e Pesquisas Educacionais Anísio Teixeira (Brazil); Uruguay. National Public Education Administration, ANEP	The main objective of this course is to train public officials, professionals and specialists in the analysis, formulation, planning, implementation and evaluation of educational policies and programmes. The course lasts four months and covers 490 hours. Based on a series of modules and a study visit, the process of development and planning of educational policies is discussed and analyzed. The course is structured around online and a residential training phases.

Country	Activity title	Financial Partner	Description
Benin; Belize; Barbados; Burkina Faso; Burundi; Cambodia; Botswana; Cape Verde; Chad; Comoros; Congo DR; Côte d'Ivoire; Gambia; Guinea; Kenya; Madagascar; Mali; Mauritius; Micronesia; Namibia; Niger; Rwanda; Saint Vincent and the Grenadines; Samoa; Senegal; Solomon Islands; Suriname; Tanzania UR; Togo; Uganda	Distance Education		<p>The virtual campus offers specialized, high-caliber e-learning courses and e-forums with various e-learning technologies that meet professional requirements and strengthen institutional capacities through renewed and updated digital services.</p> <p>Based on innovative initiatives in higher education and best international practices, the IVC also proposes new tools for innovation in pedagogical practices in face-to-face training.</p>
Latin America	Short Online Courses on ICT Policies in Education	Fees paid by the participants	<p>The series CCV (short online courses) includes four main topics: Digital culture and education; Learning and digital content; ICTs and teachers' training; ICT's Policy and project management.</p> <p>It is addressed to professionals interested in ICT and Education, particularly in approaching the challenges of ICT inclusion in education systems. Its purpose is to promote and strengthen a virtual community and to approach the regional trends related to the contents of each module.</p>
1.2 Customized capacity development programs			
East & West Africa regions	Capacity Development Programme for Education Sector Analysis and Planning for ESAR and WCAR (Part II)	UNICEF; GPE, Global Partnership for Education	<p>The main goal of this learning programme is to strengthen the education sector analysis and planning capacities of UNICEF staff, their Government counterparts and members of Local Education Group at country level, which will enable them to support and influence education sector policy planning and monitoring.</p>
Caribbean region	Caribbean workshop on monitoring and evaluation of education policies and plans	UNESCO Kingston; CDB, Caribbean Development Bank; UNICEF Eastern Caribbean Office	<p>IIEP co-organizes a workshop for educational planners from the Caribbean region (English, Dutch and French speaking territories), with the UNESCO sub-regional Office. This workshop focuses on the monitoring and evaluation of education sector policies and plans. It also discussed the setting up of a Caribbean Centre for Training in Educational Planning</p>
Argentina	National Programme for Reading Improvement (Plan Nacional de Lectura)	Argentina Ministry of Education	<p>Technical Assistance to the National Reading Plan, which works across different levels and modalities of the education system to improve reading in schools by generating materials, face-to-face and distance trainings for reading mediators, and promotional strategies in schools, libraries and other alternative spaces.</p> <p>The programme operates nation-wide through jurisdictional teams.</p>

Country	Activity title	Financial Partner	Description
Armenia; Georgia; France; Germany; UK	TEMPUS Project Promoting quality and recognition of transnational education in Armenia and Georgia	European Union TEMPUS programme	The program aims to bridge the regulatory gap by establishing internal (HEIs) and external QA mechanism (in Armenia and Georgia) in line with the UNESCO/OECD Guidelines to further enhance quality, promote regulation and recognition of TNE.
Bangladesh; Congo DR; Afghanistan; Colombia; Kazakhstan; Kenya; Turkmenistan; South Sudan; Barbados; Bhutan; Cameroon; Ethiopia; Guinea; Guyana; Honduras; Lebanon; Liberia; Mauritius; Mozambique; Nigeria; Oman; Suriname; Tanzania UR	Training on Transparency, Accountability and Anti-corruption Measures in Education	Utstein Anti-Corruption Resource Centre U4; SIDA, Swedish International Development Cooperation Agency; BTC, Belgian Development Agency	Upon request, IIEP will organize new intensive training courses (both residential and online) on transparency and anti-corruption issues in education. These courses will be based on the set of training materials prepared by IIEP under its research project on Ethics and Corruption in Education. They will be aimed at 20 to 30 people, including senior education managers and planners.
Benin; Burkina Faso; Cameroon; Guinea Bissau; Congo DR; Chad; Togo	Training on Sector Policy and Management of Educational Systems - Promotion 8	Ministries of Education, UNICEF, German BACKUP	Long-term training session (14 months) - At distance and on the job, keeping existing skills in the ministries and meeting the objectives of consistent training (thus relatively long) and having a real impact (wide promotions). - Leading to a qualification and operational, responding to the legitimate wishes of individual promotion and real institutional necessity.
Benin; Burkina Faso; Côte d'Ivoire; Guinea; Mali; Madagascar; Comoros; Zimbabwe; South Sudan; Somalia; Central African Republic	Capacity Development Programme for Education Sector Analysis and Planning for ESAR and WCAR	UNICEF	The main goal of this training programme is to strengthen the education sector analysis and planning capacities of UNICEF staff, their Government counterparts and members of Local Education Group at country level, which will enable them to support and influence education sector policy planning and monitoring.
Benin; Cape Verde; Côte d'Ivoire; Mali; Niger; Togo	Enhancing West-African capacities in quality assurance structures	DAAD; UNESCO Dakar; UNESCO Abuja	As part of the EWAQAS initiative, this research program is aiming at Enhancing West-African capacities in quality assurance structures, specifically for higher education. A first phase of the initiative will be dedicated to the development of capacities in the area of external quality assurance (national level) and to identify appropriate options for the development of a national quality assurance system and prepare an action plan for their creation.
Cameroon; Congo DR; Comoros; Côte d'Ivoire; Senegal; Germany; UK	Training on Sector Policy and Management of Educational Systems - Promotion 9	German BACKUP; GPE; BOM Senegal. Ministry of Education	Long-term training session (14 months) - At distance and on the job, keeping existing skills in the ministries and meeting the objectives of consistent training (thus relatively long) and having a real impact (wide promotions). - Leading to a qualification and operational, responding to the legitimate wishes of individual promotion and real institutional necessity

Country	Activity title	Financial Partner	Description
Indonesia	Training workshop on approaches to develop a distance training program on Education Sector Planning for the Indonesian Ministry of Education and Culture	UNESCO Jakarta; Indonesia. Ministry of Education and Culture	Upon request of the Directorate of Strategic Planning, MOEC Indonesia, and with organizational and financial support from UNESCO Jakarta, IIEP prepared and delivered a training workshop for a team of Indonesian officials from MOEC, the University of Jakarta, and Open University, on how to develop a national distance training program on Education Sector Planning for central, regional and district education offices in Bahasa in 2016-17.
Morocco	Capacity development project for educational planners and managers	UNICEF; CIEP, Centre international d'études pédagogiques (France)	Based on the 2013 needs assessment, a capacity development program in processes for budget planning was implemented.
Myanmar	IIEP training workshop to support CapEFA Myanmar Comprehensive Education Sector Review and Plan Preparation	UNESCO	In the context of a multi-donor partnership to support the Government's education reform process in Myanmar UNESCO Bangkok subcontracted IIEP for the design and delivery of a tailor-made training workshop on education planning in decentralized country contexts for officials from central MOE departments and State/Region Education Offices. The workshop was considered highly successful by the MOE.
Pakistan	Pakistan - Strengthening knowledge and skills in strategic planning	UNICEF	Training of education staff of UNICEF Pakistan Country Office in strategic planning through three workshops
Rwanda	Strengthening MINEDUC Capacity in Educational Planning - Rwanda	Mott MacDonald; DFID (UK)	Training of MINEDUC and other agencies staff (NCHE, REB and WDA) as well as District Education Officers through workshops and distance education. Establishment of an on-line Documentation Center, with internet and intranet, repositories of all recent and relevant educational reports, etc.
Somalia	Capacity development of Somali planners	UNESCO Office Nairobi	A one-week training workshop for educational planners from Somalia, Puntland and Somaliland that took place in Addis Ababa at the request of the UNESCO-Nairobi Office
Uganda	Capacity development in crisis-sensitive education sector planning and management in the Eastern and Southern Africa region	UNICEF ESARO, Eastern and Southern Africa Regional Office	Training in conflict and disaster risk management in the education sector was provided by IIEP, UNICEF Uganda and UNICEF ESARO in October 2014 - February 2015 to the following beneficiaries: 67 UNICEF and MoE officials from the ESAR region, trained in October 2014 in Kampala; as well as 192 Ugandan MoE and government officials at central and district level, trained in December 2014 in Kampala, and in February 2015 in Kampala, Fort Portal, Gulu and Moroto.
Uruguay	Course on Educational Policy Analysis for Secondary Education.	Uruguay. National Public Education Administration, ANEP	The proposal for 2015 has as its main objective to provide Technical Assistance for the design and implementation of territorial intervention projects arising from the acquired skills acquired in the Course on Educational Policy Analysis for Secondary Education delivered in 2014.

Country	Activity title	Financial Partner	Description
1.3 Support to training institutions			
Afghanistan	Afghanistan Capacity Development in Educational Planning and Management III (CD-EPM-III)	Sida, Swedish International Development Cooperation Agency	The CD-EPM-III Project is a continuation of previous IIEP projects in Afghanistan. Its primary objective is to support the National Institute for Educational Planning of the Afghan MoE by diversifying its training offer; ensuring its quality; and facilitating its operations. The project also includes supporting the formulation of the MoE National Education Strategic Plan III and training scholarships at IIEP.
Afghanistan	AFGHANISTAN: Sustainable Capacity Development in Education Sector Planning (extension)	DANIDA, Danish International Development Assistance	The program aims to develop and sustain the Afghan MoE's institutional capacity for educational planning and management by supporting the MoE's National Training Programme (NTP) and with technical support to planning processes including review. This project builds on previous capacity development activities funded by Norway (in 2006-2010) and other donors on a smaller scale (2002-2005). As per 7 September 2014, discussions are ongoing with Sida (Sweden) to fund a \$5m project for 2015-2017.
Angola; Argentina; Bolivia; Uruguay	Virtual IIEP	Angola. Ministry of Education; Uruguay. National Public Education Administration, ANEP; Samsung Electronics Argentina S.A.; DANIDA, Danish International Development Assistance; Bolivia. Ministry of Education	Virtual IIEP is a permanent training program in educational planning and management that offers different training strategies for governmental officials, directors, supervisors and other key actors involved in educational systems. It is a mean to live stream seminars and to provide personalized and pedagogical support to many of IIEP Buenos Aires training programs.
Argentina	Creation of a National Technological Institute	Aerolíneas Argentinas	Provide technical assistance for the design of the organizational structure for the formalization of the National Technological Institute, with the aim of creating linkages with the formal education system and with the fields of research and science (secondary technical schools, the National Institute of Technological Education -INET-dependent Ministry of Education, Science and Technology, among others).
Argentina	Technical Cooperation for the implementation of the Institute for the Evaluation of Quality Education (IPECE)	Argentina (San Luis: Prov.). Ministry of Education; Universidad de La Punta, ULP (Argentina)	The project consisted in providing technical assistance to the University of La Punta for the implementation of the recently created Provincial Institute for the Evaluation of Educational Quality (IPECE). For this, three components were defined: elaborate an organizational and implementation proposal for the Institute, design an ongoing evaluation system for educational quality, and design an Education Information System for decision making.

Country	Activity title	Financial Partner	Description
Cambodia	Twinning arrangement between IIEP, NIE, RUPP, and MoEYS Cambodia	UNICEF	IIEP works in close collaboration with the National Institute of Education (NIE) since December 2012, to strengthen NIE's Department for Educational Planning and Management so that it becomes a center for training and research in this area. The program, which involves training, collaborative research, development of training materials, and the setting up of a resource center, involves also the Ministry and the Royal University. It is financed by the Capacity Development Partnership Fund.
Lao People's Democratic Republic	Technical Support to Reinforce MOES Institutional Capacity in Education Policy, Planning and Management (200-LAO-0401)	UNICEF Vientiane	The project involves a twinning arrangement between IIEP and IFEAD to build institutional capacity at IFEAD for the provision of training management services and training courses for MOES education officers from central and decentralized departments. Project phase-1 (May 2014 to March 2016) covers the delivery of an intensive 11-months blended training programme for future national trainers from IFEAD and MOES; an institutional development plan; and creation of training engineering skills.
Latin America	Virtual IIEP		Virtual IIEP is a project of a transversal nature centered in the design of technical and pedagogical devices customized according to the demand of training and dissemination projects. It develops different types of training strategies and widens the reach of the institute's activities through webinars, conferences, virtual panels and online streaming of events.
Thailand	Strengthening the Education System in Thailand to Effectively Develop Human Resources	J.P. Morgan Chase Foundation	This project is phase-2 of an institutional capacity development project to build sustainable education planning capacity at central and decentralized levels in Thailand. It included cooperation between IIEP and an inter-institutional team of national experts in the development of training modules in Thai language (6 modules), adapted to local contexts; bilingual English-Thai glossary of (250) planning terms and concepts to standardize technical language; and training of core team of trainers.
Vietnam	Strengthening the Education System of Vietnam to Effectively Develop Human Resources	J.P. Morgan	2nd phase of an institutional capacity development project to build sustainable planning capacity of MOET at central and decentralized levels in Vietnam, this project included cooperation between IIEP and an inter-institutional team of national experts in the development of training modules in Vietnamese language (6 modules); a bilingual English-Vietnamese glossary of (250) planning terms to standardize technical language; on-line resources; piloting of a national distance course.
STO-2: Departments in charge of planning improve medium-term planning, and operational planning processes			
2.1 Education Sector Diagnosis			
Benin	Development of sector status note and updating of financial simulation model		Benin has requested from the Pôle de Dakar their support for the conception of a sector note and for updating of the sectoral simulation model. The objective is to provide the country with factual evidence to guide decision making in the context of developing the country new sectoral program.

Country	Activity title	Financial Partner	Description
Burkina Faso	Support to updating of the Country Status report and of financial simulation model	Burkina Faso. Ministry of Education; AFD, French Development Agency; UNICEF WCARO, West and Central Africa Regional Office; World Bank; Pôle de Dakar	Technical cooperation to support ESD and simulation model update in Burkina Faso with a special focus on ECD and teachers. The overall goal being that this update could also provide information on the implications of the implementation of a basic education and advices on the most cost-effective solutions.
Congo DR	Finalization Education country status report (DRC)	UNICEF Congo DR	Technical cooperation to develop an ESD in DRC. The results and data from the ESD should feed into the simulation model implemented with UNESCO's support. The major innovation will be the integration of C/DRR issues and their impact on the education system and a focus on ECD.
Côte d'Ivoire	Support to updating of the Country Status report and of financial simulation model	UNICEF WCARO, West and Central Africa Regional Office; Côte d'Ivoire. Ministry of Education; UNESCO-IIEP Pôle de Dakar	Following the 2010-2011 crisis, the Ivory Coast has requested technical cooperation for ESD and simulation model update with a special focus on C/DRR and ECD (Coordination by Abidjan UNESCO office).
Côte d'Ivoire	Support to education/training/employment diagnosis	AFD, French Development Agency; Côte d'Ivoire. Ministry of Education; UNESCO; UNESCO Office Dakar and Regional Office for Education in Africa, BREDA; UNESCO-IIEP Pôle de Dakar	Technical cooperation for prospective diagnosis of education/training/employment link (DIFIPE). The goal is to provide the ICR with strategic orientation for a better relevance of education and training in relation to the need of the labor market and the country's economy (Partnership with UNESCO Dakar and HQ).
Côte d'Ivoire; Burkina Faso; Mauritanie; Senegal	PFOP – Hub for support to TVET training policies	AFD, French Development Agency	The project aims at supporting the operationalization of TVET policies renovation in 4 countries (Mauritania, Senegal, Ivory Coast, and Burkina Faso), contributing to the mobilization, strengthening and better tools for public and private actors involved in their implementation. The main idea is to set up a multi-country platform to guide and support public and private actors in developing countries but also donors.
Mali	Development of the Country Status (CSR) report, updating of financial simulation model and design of MTEF	GPE, Global Partnership for Education	This project aims to undertake an education sector analysis (ESA) in Mali, following the request from the country to support the development of a medium term education sector plan (ESP). At the end of ESA, a simulation models will be built to allow for educational policy tradeoffs and for development of ESP.
Mauritania	Support to Higher Education sub-sector with a focus on relation with labor market	Mauritania. Ministry of Higher Education and Scientific Research	The Ministry in charge of Higher Education, as part of a political will to make higher education one of the key levers of development of the country, has set strategic avenues for a real promotion of higher training. For the further implementation of the action plan, the support requested is conducting a detailed analysis of the sub-sector as well as the development of a financial model and capacity building for the management staff.

Country	Activity title	Financial Partner	Description
2.2 Education Sector Policies and Plan formulation			
Angola	Technical assistance to the training of Provincial Inspection Teams, and to the Creation of a Community of Practice of Education Inspection.	Angola. Ministry of Education	The project supports the restructuring of the education inspection system in Angola, by: <ul style="list-style-type: none"> • Overseeing the training of provincial inspection teams by national trainers and providing technical backstopping to the latter; • A pilot implementation of a community of practice; • Evaluating the progress achieved in the reorganization and implementation of the inspection service.
Argentina	Articulation of higher education policies with productive sectors and the world of work.	Argentina. Ministry of Education	SPU provides support and a regulatory framework to collaborate with the University System in the achievement of its objectives. IIEP-BA assists through: <ul style="list-style-type: none"> - Proposals to improve the quality of academic supply in its relation to the productive sectors at a national and regional level and accomplish intergovernmental agreements to analyze the demand and the requirements of the world of work. - Processes to monitor the Engineer Training Strategic Plan 2012-2016.
Argentina	Cooperation with the Secretariat of University Policies of the Argentine Ministry of Education.	Argentina. Ministry of Education	Provide technical assistance to the Secretariat of University Policies (SPU) in the following areas: a) Strengthen the supply of academic programmes b) Propose tools for monitoring the planning processes for the expansion of the university system. c) Favor interaction between the academic and the work-productive areas d) Encourage processes of monitoring, systematization and evaluation of the programs.
Argentina	Design and implementation of the organizational and administrative structure of the Ministry of Education of Argentina	Argentina. Ministry of Education	IIEP-BA provides technical assistance to the ME of Argentina for the design of the organizational and administrative structure of its permanent staff, and to open the recruitment process for vacant positions, in order to ensure its normal functioning and the accomplishment of its objectives and functions. This task is developed by the Human Resources Department of the ME, ensuring the efficacy and efficiency of the process.
Argentina	Monitoring Strategies of the National University System	Argentina. Ministry of Education	The Secretariat of University Policies (SPU) provides support and a regulatory framework to collaborate with the National University System in the accomplishment of its objectives. IIEP-BA provides technical assistance in the following activities: <ol style="list-style-type: none"> 1. Monitoring the expansion processes of the university system. 2. Proposals for the development of new careers that meet the demands of society. 3. Accomplish agreements on specific regulations.

Country	Activity title	Financial Partner	Description
Argentina	Technical assistance to the National Teacher Training Institute (INFOD) for the implementation of planning actions of the teacher training system, educational research and teacher training	Argentina. Ministry of Education	IIEP-BA will provide technical assistance to: - Contribute to the development of a planning system of teacher training. - Contribute to the improvement of professional development actions for teachers and directors of Teacher Training Institutes through a Comprehensive Evaluation of Teacher Training. - Collaborate with the Directorates of Higher Education of the jurisdictions or provinces in educational research and curricular updating.
Burundi	Updating of Country Status Report(CSR), development of financial simulation model, and development of 2017-2020 action plans	Government of Burundi	As part of the definition of the implementation plan for the final phase of PSDEF, Burundi has an agreement with the Pole to support them with the establishment of: 1. a sector diagnosis which assesses the progress made since 2010, in terms of system operation, funding and performance, but also the challenges that lie ahead; 2. a simulation model for the financial assessment of its financial needs 3. and a budgeted action plan (2017-2020)
Cambodia	Cambodia ESP Mid-term Review and M&E Framework	UNICEF Cambodia; Sida, Swedish International Development Cooperation Agency; EU	IIEP accompanies the Cambodia Ministry of Education with the preparation of the mid-term review of the ongoing Education Sector Plan. As part of this work, IIEP develops tools and guidelines for the monitoring and evaluation of sector plans.
Chad	Development of Ten-Year Education and Literacy Sector Plan	UNESCO; GPE, Global Partnership for Education	The projects follows the CSR-RESEN and consists in supporting the MoE in the development of the education sector plan
Chad	Development of Ten-Year Education and Literacy Sector Plan / Country Status Report (CSR-RESEN)	GIZ, Deutsche Gesellschaft für Internationale Zusammenarbeit GmbH; GPE/GRA, Global Education Partnership, Global and Regional Activities	In cooperation with IIEP, PDK is to provide technical cooperation for the hole planning process. This support to the Government of Chad comes within the framework of the development of the Ten Year Plan for the Development of Education and Literacy (PDDEA) for the 2016-2025 period (with technical support from UNICEF & UNESCO Yaounde and Njamena.
Ethiopia	Support to preparation of Education Sector Development Program V	UNESCO HQ through CapEFA; UNESCO Extra budgetary funds	IIEP supports through a combination of workshops, seminars and distance support, the Ethiopian Federal Ministry of Education with the preparation of its fifth Education Sector Development Program, 2015 – 2019. This builds upon support extended in a previous cycle to ESDP IV preparation. The support is financed through CapEFA, and IIEP works in close collaboration with the Addis Office.
Guinea Bissau	Support to the formulation and implementation of education policies in Guinea Bissau	UNICEF; AFD, French Development Agency; UNESCO-IIEP Pôle de Dakar	Under this Agreement, UNICEF and Pôle de Dakar shall collaborate to support formulation and implementation of education policies in Guinea Bissau and provide technical cooperation for the hole planning process.

Country	Activity title	Financial Partner	Description
Haiti	Simulation models for the improvement of the quality of teacher training	Canada. Department of Foreign Affairs, Trade and Development, DFATD	In the context of the project "Improvement of the quality of the training of teachers in Haiti" DFATD funded and implemented by the MENFP with UNESCO technical assistance, MENFP has requested IIEP's technical assistance to develop a simulation model of teacher requirements and teacher training, and the training of MENFP managers and administrators to its use.
Lebanon; Syrian Arab Republic; Jordan; Palestine	Formulation of norms and standards that will regulate the UNRWA class formation and staff estimation exercise in light of international standards for quality education		IIEP has been requested to provide technical assistance to UNRWA towards the formulation of norms and standards that will regulate the UNRWA class formation and staff estimation exercise in light of international standards for quality education. In the context of UNRWA's Education Reform, and acknowledging the central role of teachers for the quality of education, UNRWA has prioritized the development of a Teacher Policy.
Saint Christopher and Nevis	Support to St Kitts and Nevis in preparation of education sector plan	UNESCO Education Sector	IIEP offers some support to the development of the education sector plan by the St Kitts and Nevis Ministry of Education. This builds upon a policy review undertaken by the Education Sector at HQ. The plan should be finished in the first quarter of 2016.
Saudi Arabia	White Paper on the Merger/Restructuring of Saudi Arabia's Ministry of Education & Ministry of Higher	Saudi Arabia, Ministry of Education	The purpose of this activity is to allow IIEP to be visible in high level research-related events and arenas where its research activities can be promoted.
South Sudan	Education Sector Plan Development in South Sudan	GPE, Global Partnership for Education	South Sudan will conduct an Education Sector Analysis, the last one having been conducted in 2010. This activity, carried out in conjunction with the updating of the sector financial simulation model, is part of the preparation of the transitional sectoral strategy and of the submission of a funding request to the GPE. The whole process is to be conducted over a 9-month period starting September 2015 until 2016 by a multi-ministerial national team with the support of IIEP UNESCO and UNESCO Juba
Tanzania UR	Tanzania: Support to education sector analysis, sector plan, and review of sector dialogue	GPE, Global Partnership for Education; GIZ, Deutsche Gesellschaft für Internationale Zusammenarbeit GmbH	IIEP provides technical support to the Tanzanian authorities in the preparation of an education sector analysis and an education sector plan, through a series of technical assistance missions. In addition, a critical review of the sector dialogue structure is undertaken. The UNESCO Dar Office coordinates the whole program.
2.3 Integrating conflict & disaster risk reduction in education sector planning			
Bangladesh; Bhutan; Nepal; Papua New Guinea; Lao People's Democratic Republic	Regional workshop on crisis-sensitive planning Asia in collaboration with UNESCO Bangkok	UNESCO Office Bangkok and Regional Bureau for Education	In collaboration with UNESCO Bangkok, mapping of C/DRR integration in policies and plans for further Technical cooperation or capacity building (with 11 countries).

Country	Activity title	Financial Partner	Description
Mali	Analyse et stratégie pour la réduction des risques de conflits et de catastrophes dans le système éducatif malien	UNICEF	Following the 2010-2011 crisis, the Malian government realized the necessity of institutionalizing and operationalizing C/DRR in the planning of the education sector activities. IIEP will therefore collaborate with the MEN, UNICEF and USAID for the development of a C/DRR diagnosis and strategy for the education sector. Specific indicators and data collection tools will be developed.
Global	Integrating safety, resilience and social cohesion into education sector policymaking, planning and curricula: a capacity development process	EAA, Education Above All; PEIC, Protect Education in Insecurity and Conflict	This programme aims at building on global momentum to integrate safety, resilience and social cohesion into education sector planning processes through: <ul style="list-style-type: none"> - developing partnerships - providing tools - strengthening capacity by offering training courses and materials and supporting regional training centers - provision of technical assistance at national, regional and international levels (in the years 2014-16) (in the partnership with UNICEF ESARO)
Uganda, South Sudan and Global	Crisis-sensitive Planning Project (EAA-PEIC Phase 2)	PEIC, Protect Education in Insecurity and Conflict	Phase 2 of the programme (17 August 2015 – 17 May 2016) will draw upon the scoping study and policy and training materials developed under Phase 1 of the project. These will be operationalized through a range of appropriate strategies, dependent on context and need, but will use blended methods such as workshops and on-the-job training, technical assistance, coaching, mentoring, inputs at high level meetings, etc.

STO-3: Planners draw on EMIS and M&E systems that are sensitive to core EPM issues

3.1 Tools for evidence based planning

Burundi	Support to the study on instructional time in basic education, and conflict and vulnerabilities analysis for Education in Burundi	UNICEF Burundi; UNESCO-IIEP Pôle de Dakar	This project aims to undertake a scientific study: <ol style="list-style-type: none"> 1) estimating the effective instructional time 2) identifying the factors that may affect it 3) suggesting ways for improvement. In addition, following the Education Sector Analysis ongoing in the country, it was agreed to include an analysis on the theme of conflicts and vulnerabilities in order to better integrate these issues in educational policies.
SACMEQ countries; Botswana; Kenya; Lesotho; Malawi; Mauritius; Mozambique; Namibia; Seychelles; South Africa; Swaziland; Tanzania UR; Uganda; Zambia; Zanzibar (Tanzania UR); Zimbabwe	Monitoring and Evaluating the Effectiveness of HIV&AIDS Prevention Education Programme in Africa (2009-2016)	UNESCO ED/UNP/HIV (Section on HIV and AIDS)	The program 2014/15 aims to provide technical support to MoEs - especially planners, managers and EMIS in Eastern and Southern Africa (EAS) - in implementing and scaling-up effective HIV-AIDS prevention education programme. This includes to continue to provide technical support to (i) SACMEQ network and (ii) the UNESCO HQ with the implementation of the UNESCO Monitoring and Evaluation (M&E) Framework for the education sector to HIV (endorsed by UNAIDS).

Country	Activity title	Financial Partner	Description
<p>SACMEQ countries; Botswana; Kenya; Lesotho; Malawi; Mauritius; Mozambique; Namibia; Seychelles; South Africa; Swaziland; Tanzania UR; Uganda; Zambia; Zanzibar (Tanzania UR); Zimbabwe; NEQMAP countries; Fiji; Hong Kong China; India; Korea R; Japan; Nepal; Pakistan; Mongolia; Russian Federation; SEAMEO countries; Brunei Darussalam; Cambodia; Indonesia; Lao People's Democratic Republic; Malaysia; Myanmar; Philippines; Timor-Leste; Viet Nam; Singapore; Thailand; Benin; Burkina Faso; Burundi; Cameroon; Côte d'Ivoire; Congo; Niger; Senegal; Togo; Chad</p>	<p>Technical assistance in the area of quantitative methods in monitoring learning outcomes (Follow-up to the Intensive Training Courses in the area of "Quantitative Methods for Monitoring and Evaluating the Quality of Education")</p>	<p>Netherlands. Government; GPE/GRA, Global Education Partnership, Global and Regional Activities; UNICEF EAPRO, East Asia and the Pacific Regional Office; CONFEMEN</p>	<p>IIEP is responding to the requests from SACMEQ, CONFEMEN, SEA-PLM, and NEQMAP to build capacity of Ministries of Education in order to address the learning agenda, especially in the areas of evidence-based informed policy and planning for the quality learning.</p>
<p>Togo; Madagascar; Zambia</p>	<p>Information feedback systems and tools for increasing accountability (Region, District and School Profiles) under the Global and Regional Activities (GRA) program</p>	<p>UNICEF; GPE/GRA, Global Education Partnership, Global and Regional Activities</p>	<p>Technical support and capacity development for the implementation of Information feedback systems and tools at decentralized and school level for increasing accountability and community participation. The project will develop the tools and indicators necessary for the establishment of school profiles and categorizations based on performances. Capacity development will be provided at inspection level and school level in the interpretation of indicators for improved performances (with UNICEF / ISU)</p>

Country	Activity title	Financial Partner	Description
STO-4: Planners facilitate the alignment of resource allocation with policy objectives			
4.1 Education financing			
Burkina Faso	Compte national de l'éducation (CNE) au Burkina Faso	AfDB, African Development Bank	Le secteur éducatif burkinabè affiche un besoin important en données financières suffisamment désagrégées et fiables plus à même d'orienter et d'assurer une meilleure gouvernance des politiques éducatives. C'est dans ce contexte que l'Etat Burkinabè à travers le Ministère de l'éducation Nationale et de l'Alphabétisation (MENA) et sur financement de la Banque Africaine de Développement (BAD) a sollicité l'appui du Pôle Dakar pour produire un compte national de l'éducation (CNE).
Guinea; Zimbabwe; Uganda	Projet visant l'amélioration des systèmes nationaux de collecte et traitement des données sur le financement de l'éducation - Projet PME/AMR conjointement avec l'ISU et l'IPE	GPE/GRA, Global Education Partnership, Global and Regional Activities	The objective of this project, jointly implemented with UIS and Pôle de Dakar, is to develop the technical capacity of the ministries of education in the concerned countries, in the collection, production and analysis of data on expenditures for education. To that end, this programme will have the specific following objectives, so as to set up methods for and analyze: - financial mechanisms and Government budget expenditures (all countries) - Government budget allocations within the system: mechanisms, disparities and equity issues (2 countries) - households expenditures for education (2 countries) - external funding for education (2 countries)
Uganda; Nepal; Lao People's Democratic Republic; Senegal; Zimbabwe; Côte d'Ivoire; Guinea; Viet Nam	Education financing: Development of a methodology to improve national reporting systems on financial flows	GPE/GRA, Global Education Partnership, Global and Regional Activities	The objective of this project, jointly implemented with UIS and Pôle de Dakar, is to develop the technical capacity of the ministries of education in the concerned countries, in the collection, production and analysis of data on expenditures for education. To that end, this programme will have the specific following objectives, so as to set up methods for analysis: - financial mechanisms and Government budget expenditures (all countries) - Government budget allocations within the system: mechanisms, disparities and equity issues (2 countries) - households expenditures for education (2 countries) - external funding for education (2 countries)
United Arab Emirates	Public Expenditure Review	United Arab Emirates, UAE. Ministry of Education; RCEP, Regional Centre for Educational Planning Sharjah (United Arab Emirates); UNESCO Office Doha	The objective of this proposal is to carry out an Education Public Expenditures Review to complement the existing EMIS with a comprehensive financing statistics component. The study will link education public expenditure to performance of the sector for the three year period (2010-2013); while giving policy and performance outlook focusing on the implementation of the 2010-2020 National Education Agenda.

Country	Activity title	Financial Partner	Description
4.2 Generate evidence to guide policy dialogue and formulation			
Global	Governance and accountability to stakeholders and beneficiaries: the implementation of decentralization policies		<p>This global research program on the implementation of decentralization policies to improve governance and accountability, is aiming at the 3 following main activities:</p> <ul style="list-style-type: none"> - Improving school financing: the use and usefulness of school grants (Asia and Pacific, French speaking Africa and LAC) - Publications (books, briefs, articles) on decentralization, school grants and DEOs (5 African study cases) - Training on decentralization of education
Global	Teacher management: Research		<p>The central research question that this project sets out to investigate concerns the kind of teacher career models that can lead to improved pupil learning outcomes, teacher motivation, retention and attraction to the profession. In doing so, it will map different teacher career models adopted in a variety of contexts, and consider implementation challenges as well as perceived effects on teachers and learning.</p>
Global	Research on Integrity Planning		<p>In recent years, the Asia-Pacific region has become a hotbed for increased activity in access to information initiatives and calls for more transparent and accountable governments. However, while legislation, accountability tools, and software have been developed for improved transparency purposes, this multitude of disparate approaches has produced a glut of endeavors, without truly assessing their usefulness and impact. In this context, it is proposed to conduct a survey of country-specific use of open education data in selected Asian countries. Additional resources will be developed and shared through new training offers, policy dialogue, and online and international advocacy.</p>
Argentina	Expert Workshop on Early Childhood Teachers Policies	UNESCO Office Santiago and Regional Bureau in Latin America and the Caribbean, OREALC	<p>This project is based on the preparation of a workshop of experts who make up the National Discussion Group on Early Childhood Teachers in Argentina. Its main objective is to generate a discussion based on the preliminary version of the paper “Estado del arte en políticas para la formación y desarrollo profesional de educadores en primera infancia en América Latina y el Caribe” in order to systematize the ideas and suggestions in a report.</p>
Argentina	Research on Teaching Practices of the Argentine Education System	Argentina. Ministry of Education	<p>The project is organized around two components. The first consists in a research requested by the ME destined to learn about the characteristics and institutional and subjective conditions of teaching practices developed by teachers in the Argentine education system. The second is a technical assistance to the officers from areas of the ME linked to continuous training and to implementation of educational programmes.</p>

Country	Activity title	Financial Partner	Description
Austria; Bahrain; Bangladesh; Chile; China; Kenya; Germany; South Africa	Internal quality assurance in higher education		In order to address the quality crisis in higher education, a new research program has been launched on “Exploring innovative and cost-effective options of internal quality assurance at the higher education level”. The overall goal of this new project will be to identify approaches and options that can help higher education institutions build their own (contextually sensitive and cost-effective) system of IQA.
Colombia; Costa Rica; Peru; Uruguay	Comparative Review of National Initiatives on Mobile Learning in Latin America with emphasis on One-to-One models.	FOD, Fundación Omar Dengo (Costa Rica); Plan Ceibal (Uruguay); UNESCO Office Lima; Computadores para Educar (Colombia)	UNESCO and IIEP-BA agreed to develop a comparative review of national mobile learning initiatives in order to share implementation lessons from different countries at a regional and international scale. The review includes a national study for each participating country (Colombia, Costa Rica, Peru and Uruguay) and the elaboration of a comparative study.
Gambia; Congo DR; Togo; Nigeria; Ghana; Sierra Leone; Chad; Mauritania	Support Early Childhood and Equity Analysis for Education in Africa	UNICEF WCARO, West and Central Africa Regional Office	This study aims to better understand the family and environment context in which the young children of West and Central Africa grow up and the way in which this affects their development and their access to primary school. On the basis of the findings, the study aims to provide the sector’s players with a basis for reflection to identify options for the development or reorientation of ECD programmes. Another goal is to enhance capacity of MICS surveys to portray ECD issues comprehensively.
Guatemala	Policy Review of the Education System in Guatemala	UNESCO	The Project, designed by the Division for Policies and Lifelong Learning Systems at UNESCO Education Sector, is an evaluative research of the education system in Guatemala, within a framework of quality education as a right sustained by UNESCO (2007). The aim of this project is to cooperate with the national government of Guatemala in the design of policies that will address the current challenges of public education.
Honduras; Haiti; Togo; Madagascar; Congo DR	Improving school financing: the use and usefulness of school grants. Latin America and the Caribbean & French speaking Africa.	GPE/GRA, Global Education Partnership, Global and Regional Activities	This research project is aimed at gaining a deeper understanding of how the design and implementation of school grant policies influence educational equity and quality, and identifying suggestions for decision-makers, partners and researchers, for an improvement of the policy in this regard.
Indonesia; Mongolia; Timor-Leste; Vanuatu; Kenya; Lesotho; Ethiopia; Malawi; Uganda	Improving school financing: the use and usefulness of school grants. Eastern and Southern Africa & East Asia and the Pacific (UNICEF ESARO + EAPRO)	UNICEF EAPRO, East Asia and the Pacific Regional Office; UNICEF ESARO, Eastern and Southern Africa Regional Office; Mongolian Institute of Educational Research	This research project is aimed at gaining a deeper understanding of how the design and implementation of school grant policies influence educational equity and quality, and identifying suggestions for decision-makers, partners and researchers, for an improvement of the policy in this regard.

Country	Activity title	Financial Partner	Description
Kenya; SACMEQ countries; Botswana; Kenya; Lesotho; Malawi; Mauritius; Mozambique; Namibia; Seychelles; South Africa; Swaziland; Tanzania UR; Uganda; Zambia; Zanzibar (Tanzania UR); Zimbabwe	Sub-regional Capacity Building on Research into Gender Equality in Learning Outcomes and Learning Environment (follow-up to the “Stories behind gender differences in student learning achievements”	UNICEF ESARO, Eastern and Southern Africa Regional Office	During 2012-2013, a pilot program “Stories behind gender differences in student achievements in Kenya” was implemented by IIEP in collaboration with UNICEF-ESARO. While the draft research book has been completed in 2014, it is important to disseminate the results to influence the government's education policy and planning, as well as to share the experience with other countries, with a focus on the school-level factors that impact gender equality in learning outcomes.
Latin America	Secondary education and youth cultures	UNESCO Education Research and Foresight, Paris	The Project is structured around two phases; a study on secondary school and youth cultures, and the organization of a workshop to discuss such study. The main objective of this project is the conformation of a network of institutions to work on the topic, and in this context, promote researches that contribute to the debate on secondary education in the region.
Peru	Review on National Education Policies in Peru	UNESCO ED/PLS (UNESCO Division for Policies and Lifelong Learning Systems)	IIEP-Buenos Aires will provide assistance to the UNESCO Office in Lima in the identification of strategic policies and elaboration of the report, in a context of a wider review of the Peruvian education system -with a particular focus on public policies related with quality and equity- within a process of improvement through an analysis of the strengths and weaknesses of the education system.
Regional Asia and Malaysia	Regional Project in Asia: Strengthening Ministry of Education Leadership in the Implementation of Education Policy and Reforms	Malaysian Government (Funds-in-Trust); ANTRIEP, Asian Network of Training and Research Institutions in Educational Planning; UNESCO Office Bangkok and Regional Bureau for Education	This regional research project undertaken in partnership with IAB, Malaysia, and ANTRIEP aims at reinforcing institutional capacities and cooperation among Government institutions to improve the responsiveness of education financing and resource allocation to changing patterns of schooling, driven by demographic transition. It studies the impact of demographic changes from falling fertility rates, migration, and rapid urbanization on education and if/how education planning addresses these changes.
4.3 Providing access to information and good practices			
	Access to physical and digital IIEP Libraries	UNICEF	IIEP Library is unique by its geographic and thematic scope. Enlarging its audience by giving access as much as possible to its collection is part of IIEP's mandate to share knowledge
Global	Promoting IIEP's research work		The purpose of this activity is to allow IIEP to be visible in high level research-related events and arenas where its research activities can be promoted.
Latin America	International Forum 2015. Education and ICT policies: Educational systems in contexts of high technological availability		The main objective of this Policy Forum is to discuss the changes and impacts produced in educational systems by technologically immersed school and classrooms. This is accomplished through an analysis of the general guidelines of ICT policies in education from a rights perspective, and of the tensions between school culture and digital culture.

Country	Activity title	Financial Partner	Description
UK	Foresight programme		The Seminars offer an opportunity to brainstorm with international experts, IIEP colleagues, IIEP trainees and the broader development community, on new developments and trends in the area of education for development and thus, along with the policy brief production, to enrich the IIEP Observation Programme and the prospective reflection at the IIEP on trends in educational planning.
STO-5: Policy and technical officials in ministries in charge of education interact on EPM issues			
5 Policy and technical officials in ministries in charge of education interact on core EPM issues			
Global	IIEP Alumni Network		The concrete objectives of the Alumni Network remain better collaboration, regular professional exchange and support, between staff and former trainees in order to strengthen the professional synergy between IIEP staff and former trainees and especially between alumni for South-to-South co-operation.
5.1 Policy and technical officials in ministries in charge of education interact on core EPM issues			
Armenia; Australia; Canada; Colombia; France; Gambia; Indonesia; Italy; Kenya; Kosovo (Serbia); Malaysia; Morocco; Niger; Norway; Peru; Philippines; Romania; Senegal; Slovenia; South Africa; Uganda; UK; USA	Policy forum 2015 and its follow-up (Guidelines for QA and integrity in higher education)	CHEA, Council for Higher Education Accreditation (USA)	Policy fora are opportunities to bring together high-level decision-makers and administrators and international experts, researchers, and representatives from development agencies. The overall goal is to discuss current and future challenges to overcome them; to share knowledge on recent and innovative initiatives; to reflect on ways to assist countries to design and implement adequate strategies.
Mexico	International Seminar on Higher Education for Chancellors	Universidad de Guadalajara (Mexico)	IIEP-BA agrees to collaborate in the realization of a co-edited book based on the papers presented at the International Seminar on Higher Education for Chancellors, developed in Guadalajara on December 2014.
STO-6: Ministries in charge of education engage with other government and non-state actors			
6.1 Platform and portals			
Global	UNESCO HIV and Health Education Clearinghouse	UNAIDS	The HIV and Health Education Clearinghouse provides a comprehensive knowledge base and information exchange service to support the development of effective HIV and AIDS and school health related policies, programmes and advocacy within the education sector.
Argentina; Bolivia; Brazil; Chile; Colombia; Costa Rica; Dominican Republic; Ecuador; El Salvador; Guatemala; Honduras; Mexico; Nicaragua; Panama; Paraguay; Peru; Uruguay; Venezuela	SITEAL- ICT	OEI, Organization of Ibero-American States for Education, Science and Culture	SITEAL-ICT is an initiative oriented towards the development of an online observatory of ICT policies in education in Latin America. The project development involves the progressive construction of an information system that collects, systematizes, analyzes and disseminates information on design and implementation of ICT policies, specific regulatory frameworks and effective actions, outcomes, results and impact of ICT policies in education.

Country	Activity title	Financial Partner	Description
Latin America	Information System on Early Childhood in Latin America (SITEAL-SIPI).	Fundación Arcor (Argentina); UNICEF LACRO, Latin America and Caribbean Regional Office	The Information System on Early Childhood in Latin America is an observatory that collects, systematizes, analyses and disseminates information on the commitments and effective actions taken by the States to promote and guarantee early childhood rights. Together with this database, a set of documents that provide further analysis of the situation of early childhood in the region is presented.
Latin America	Information System on Educational Trends in Latin America. (SITEAL)	OEI, Organization of Ibero-American States for Education, Science and Culture	SITEAL promotes a greater understanding of how education systems work. This is developed through the systematization, processing, analysis and dissemination of quantitative information produced by public entities based on Household and Population Surveys in Latin America. It also includes papers produced by recognized analysts, contributing to the debate on educational policies. SITEAL currently has 15,000 subscribed users from 40 countries.
Latin America	RedEtis (Network for Education, Work and Social Inclusion in Latin America)		RedEtis is a meeting point between actors from Latin America and the world who are interested in promoting an agenda of equity and justice related to work and education in a changing global context. RedEtis promotes inclusion and access to social justice from a rights perspective. The Portal provides a broad repository of resources focusing on equity in access to education and the world of work, with emphasis on Latin American youth.
Latin America	Website and Publications		Researchers, decision makers and the education community will benefit from the distribution and dissemination of IIEP publications in its different modalities, as it seeks to increase and optimize access to documents produced by the Institute.
Global	The Learning Portal	Intel Foundation; William and Flora Hewlett Foundation (USA); John D. and Catherine T. MacArthur Foundation; Wellsprings Advisors/AJWS; MasterCard Foundation	The Portal provides an online public space that brings together the available research and literature, current debates, and a range of experiences on learning issues and intervention, with particular attention to the needs of education planners and policy-makers, civil society actors, and funders throughout the world. This Learning Portal will support evidence-based understanding of educational needs and evidence-based decision-making on policies and strategies to improve learning outcomes.

6.2 EFA-Global Monitoring Report Contributions

<p>Angola; Benin; Burkina Faso; Botswana; Burundi; Cameroon; Cape Verde; Central African Republic; Chad; Comoros; Congo; Congo DR; Côte d'Ivoire; Equatorial Guinea; Eritrea; Ethiopia; Gabon; Gambia; Ghana; Guinea; Guinea Bissau; Kenya; Lesotho; Liberia; Madagascar; Malawi; Mali; Mozambique; Namibia; Niger; Nigeria; Rwanda; Sao Tome and Principe; Senegal; Seychelles; Sierra Leone; Somalia; South Africa; South Sudan; Tanzania UR; Togo; Uganda</p>	<p>The Elaboration of the Country EFA Reviews and EFA Africa Report</p>	<p>UNESCO Office Dakar and Regional Office for Education in Africa, BREDa; UNESCO-IIEP Pôle de Dakar</p>	<p>Pôle de Dakar has been solicited by BREDa to participate to the elaboration of the Country EFA Reviews and EFA Africa Report (2000-2015) specifically on the financing of EFA coordination for Africa. This is a participatory process of all the counties involved. This report aims to shed light on mechanism and policy implemented toward EFA goals, needs for post-2015 agenda and specific study cases.</p>
<p>Latin America</p>	<p>New education laws in Latin America and the Caribbean: promoting education as a basic human right.</p>	<p>CLADE-Brasil, Campanha Latino-americana pelo Direito à Educação</p>	<p>This program aims to develop a study on the general education laws that are currently operating in Latin America and the Caribbean, through a detailed analysis on their contents and through interviews with key informants. The overall goal is to provide a significant contribution to the regional document on Goals for Education for All that CLADE Brazil will develop and deliver to UNESCO.</p>
<h2>6.3 Seminars and debates</h2>			
	<p>IIEP's participation in CIES 60th Annual Conference (6-10 March 2016)</p>		<p>The 2016 CIES 60th Annual Conference will be held March 6-10, 2016 at the Sheraton Vancouver Wall Centre Hotel. The theme for the 2016 Annual Conference is: "Six Decades of Comparative and International Education: Taking Stock and Looking Forward."</p>
<p>Argentina; Latin America</p>	<p>Women's Month</p>	<p>UNESCO-IIEP Buenos Aires</p>	<p>On the occasion of International Women's Day, IIEP-BA organized a series of activities in May under the topic "A pending debate to promote gender equality in Latin America". The objective was to generate a space for discussion in order to identify the main problems, challenges and recommendations in regards to the digital gender gap in Latin America, with a focus in Argentina.</p>
<p>Mali; Senegal; Togo; Benin; Tchad; Comoros; Côte d'Ivoire; Mauritania; Gabon; France; Morocco; Tunisia; Burkina Faso; Guinea; Rwanda</p>	<p>International Seminar on Digital Technologies and Educational Planning</p>	<p>German BACKUP</p>	<p>The International Seminar on "Digital Technologies and Educational Planning" was intended to lay the foundations for a broad discussion among educational stakeholders: ministries, universities, private sector or non-governmental sectors (NGOs).</p>